

Overview

With the implementation of Every Student Succeeds Act and new state legislation to screen all students in kindergarten through 2nd grade as well as any other student a teacher has concerns about for dyslexia, literacy and dyslexia have come to the forefront for our students.



Objectives

1. Define literacy development and dyslexia
2. Discuss areas that are important for learning to read
3. Discuss areas that are important for reading to learn
3. Develop classroom strategies to support literacy development

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Every Student Succeeds Act

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Passed in December 2015.

- Replaces No Child Left Behind
- We are called upon to assist students in literacy including dyslexia as well as early intervening services (MTSS/RTI) as a SISP (specialized instructional support personnel)



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Literacy Education for All

- High quality early literacy initiatives (birth - K)
- Literacy initiatives K-5 & 6-12
- Improving literacy instruction
 - Evidence based strategies
 - Resources to identify and intervene when students are struggling



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Evidence based instruction

1. Identify or develop evidence based assessments to identify at risk students
 - a. Dyslexia impacting reading and/or writing

Requires states to develop legislation or plan
Screen K-2 for literacy development
Screen any student 3rd grade and forward due to teacher concern <https://www.dyslexia.com/resource-links/state-resources>



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- Identify evidence based literacy instruction, strategies, and accommodations including assistive technology
- Implement strategies to meet the needs of specific students



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NY Dyslexia Legislation

- Has Dyslexia Legislation? Yes
- Screening Requirement? Yes
- Pre-service Requirement? No
- In-service Requirement? Yes
- Intervention Requirement? Yes
- Has Literacy SIMR? No (Literacy State-identified Measurable Result)

NJ Dyslexia Legislation

The New Jersey Department of Education (NJDOE) adheres to the philosophy of evidence-based instruction, incorporating the elements of reading instruction to include:

- Phonemic Awareness
- Phonics
- Comprehension
- Fluency
- Vocabulary
- Background Knowledge
- Motivation
- Writing

Building Blocks of Literacy

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Comprehension

Vocabulary

Reading Fluency/Accuracy

Phonics

Phonemic/Phonological Awareness

Oral Language

Plus 1: Morphology
Plus 2: Speech Sound Acquisition

Reflection

1. What do you feel your role is in the Building Blocks of Literacy?
2. Where have you been successful and where have you hit roadblocks?
3. Are there any areas in the Building Blocks of Literacy that you wish you could be a bigger part of?

5 Domains of Language and Supralinguistic Skills

14

Form
Phonology
Morphology
Syntax

Content
Semantics

Use
Pragmatics

Speech Sound Disorders

Supralinguistic Skills

- Comprehension
- Auditory
- Reading
- Critical Thinking
- Problem Solving
- Inferences
- Predictions
- Figurative Language
- Relational

Speaking, Listening, Reading and Writing

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As with receptive and expressive language development, the same components of language- phonology, morphology, syntax, semantics, and pragmatic- play a vital role in reading and writing

Speaking, Listening, Reading, and Writing

	Spoken Language		Written Language	
Language Domain	Listening	Speaking	Reading	Writing
Phonology (Hearing, speaking, hearing-reading, reading-writing)	Ability to identify and distinguish phonemes in spoken language	Ability to produce phonemes in spoken language	Ability to identify and distinguish phonemes in written language	Ability to produce phonemes in written language
Morphology (Largest unit of meaning)	Understanding morphemes in spoken language	Understanding morphemes in spoken language	Understanding morphemes in written language	Understanding morphemes in written language
Syntax	Understanding sentence structure in spoken language	Understanding sentence structure in spoken language	Understanding sentence structure in written language	Understanding sentence structure in written language
Semantics	Understanding meaning in spoken language	Understanding meaning in spoken language	Understanding meaning in written language	Understanding meaning in written language
Pragmatics (Includes metalinguistic skills)	Understanding the social context of spoken language	Understanding the social context of spoken language	Understanding the social context of written language	Understanding the social context of written language

Phonology

	Spoken Language		Written Language	
S Language Domain	Listening	Speaking	Reading	Writing
Phonology Smallest unit of sound (Phonemic awareness, rhyming, blending, segmenting, and manipulating sounds)	Ability to identify and distinguish phonemes while listening (i.e., phonics)	Appropriate use of phonemes while speaking (i.e., phonics)	Understanding of letter-sound associations while reading (i.e., phonics)	Accurate spelling of words while writing
	Recognizing rhymes in sentences and words	Producing rhymes	Recognizing rhymes when reading	Using rhymes while writing
	Recognizing manipulation of words (silly words)	Stating how many words in a sentence	Segmenting syllables in words and sounds in words	Segmenting syllables and sounds to form words
		Using word families to syllables and words	Using word families to figure out unfamiliar words	

Morphology

Morphology Smallest unit of meaning (inflections, compound words, affixes)	Understanding morphemes when listening including verb tenses	Using morphemes correctly when speaking including inflections, derivations, and verb tenses	Understanding semantics with affixes & roots in reading Sounding out words by recognizing affixes	Appropriate use of compound words, roots & affixes when writing Using affixes to spell
			Understanding morphology with sentence structure and grammar (morphosyntax)	Using verb tense appropriately within sentence structure

Syntax

Syntax (sentence structure and grammar)	Understanding sentence structure elements when listening	Using and expanding correct sentence structure elements when speaking	Understanding sentence structure with increasing complexity while reading	Using correct and expanded sentence structure when writing
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Vocabulary/Semantics

Vocabulary (semantics) (Basic concepts, common words, high content words, curriculum based)	Listening vocabulary	Speaking vocabulary	Reading vocabulary	Writing vocabulary
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Pragmatics

Requires integration of information across numerous cognitive systems -supralinguistic and executive functions (Martin & McDonald, 2003)

Pragmatics/Social Language	Understanding of the social aspects of spoken language Taking a listener's perspective Understanding the main idea of the conversation Making inferences and predictions Organizing and planning what one wants to say	social use of spoken language Understanding more than one side of a conversation or situation Managing speaking time Using background knowledge to contribute to a conversation	understanding point-of-view (character and the audience, etc.) Main idea & supporting details Understanding positions other than their own	conveying point-of-view, needs of the audience, etc. Justifying more than one position
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Speech to Print

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Young children are not hardwired for print (symbols, writing, reading)

begins with speech sounds: *phonemic awareness* ("the ability to segment words into their component sounds, which are called phonemes" and connect speech sounds to spelling patterns).

a speech-to-print approach begins with hearing the word, isolating the sounds within the word (*phonemic awareness*), learning the relationship between the sounds and letters (*sound-symbol association*), and manipulating the sounds and letters sequentially in order to read and spell new words. (Sandie Barrie Blackley- Lexercise)

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Speech to Print

1. Hear the word
2. Isolate the sounds within the words (phonemic awareness)
3. Learn relationship between sounds and letters (sound/symbol)
4. Manipulate sounds and letters sequentially to read and spell

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Importance of Oral Language: Speech to Print

Young children are hardwired for language. They can discriminate sounds as they listen to words.

rip
milk
flip
sit
kitten



met
fed
leg
vet
check



cat
sat
cap
rat
apple



Structured Literacy & Science of Reading (SoR)

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Structured Literacy is an approach where reading instruction is carefully structured with important literacy skills, concepts, and the sequence of instruction.

Structured Literacy & Science of Reading (SoR)

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Structured Literacy™ is characterized by the provision of systematic, explicit instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse.

Structured Literacy & Science of Reading (SoR)

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It is NOT a specific program but any program that follows a systematic approach to literacy development based on the components of reading

The New Jersey Dyslexia Handbook
A Guide for Educators, Administrators & Parents

Components of Structured Literacy Intervention Checklist
This checklist is designed to help educators evaluate their current programs & identify the necessary components of effective literacy interventions and will help to identify areas that may need to be supplemented with additional evidence-based instructional practices.

Education Name: _____ Date: _____

Does the intervention program include all components of structured literacy instruction?

Yes	No	Phonological Awareness	Yes	No	Fluency
		Segmenting words into syllables			Automatic fluency, rate and accuracy
		Blending segments and blending			Use of fluency data to drive instruction
		Phoneme awareness			
		Syllable awareness			
		Supplemental blending & segmentation			
Yes	No	Sound/Symbol Association	Yes	No	Reading Comprehension
		Explicit instruction in letter-sound correspondence			Process of extracting meaning & constructing a coherent mental model of text
		Blending of sounds to form words			Ability to integrate ideas within text and between texts
		Segmenting words into individual sounds			Use of text structure & organizational structure to enhance comprehension
		Segmenting words into syllables			Use of reading strategies
		Explicit instruction in letter-sound correspondence			Ability to integrate ideas within text and between texts
		Blending of sounds to form words			Use of text structure & organizational structure to enhance comprehension
		Segmenting words into individual sounds			Use of reading strategies
		Segmenting words into syllables			
Yes	No	Syntax	Yes	No	Morphology
		Explicit instruction in sentence structure			Understanding of the structure of words
		Explicit instruction in paragraph structure			Understanding of the structure of words
		Explicit instruction in text structure			Understanding of the structure of words
		Explicit instruction in letter formation			Understanding of the structure of words

https://www.nj.gov/education/spe/aligned/programs/additional/support/systems/docs/NJ_Dyslexia%20Handbook.pdf

Structured Literacy & Science of Reading (SoR)

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Components of Structured Literacy

- Phonological Awareness (including phoneme discrimination)
- Sound/Symbol
- Syllable (6 syllable patterns for writing)

Structured Literacy & Science of Reading (SoR)

CLOVER

16

Syllable (6 syllable patterns for writing)

- (C) Closed syllables (consonant on the end of the syllable which makes the vowel sound short)
- (L) Consonant -le
- (O) Open syllables (no consonant on the end of the syllable which makes the long vowel sound)
- (V) Vowel teams
- (E) Long e patterns
- (R) /r/ controlled vowels

Structured Literacy & Science of Reading (SoR)

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- Morphology (base words, prefixes, suffixes)
- Syntax
- Semantics

Instruction in these five components are

- explicit (focused, clear, and involves much modeling of how to use each skill)
- systematic (precisely planned, sequenced, and comprehensive)

Simple View of Reading

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)

Definitions

Literacy

Literacy encompasses the knowledge and skills students need to access, understand, analyze, and evaluate information, make meaning, express thoughts and emotions, present ideas, and opinions, interact with others and participate in activities at school and in their lives beyond school (Ewing, 2016).

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Dyslexia

"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or **fluent word recognition and by poor spelling and decoding abilities.**

These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

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Dyslexia continued

Secondary consequences may include **problems in reading comprehension** and reduced reading experience that can impede growth of vocabulary and background knowledge."

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Subtypes of Reading Disability

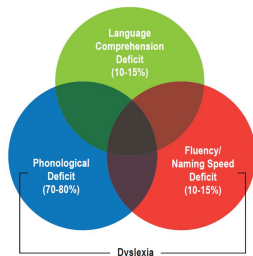
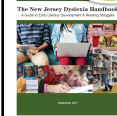


Figure 1 - Source: Adapted from Moore & Tolman, 2009

NI follows the Dyslexia Association Definition

Signs of Dyslexia

18 (20 pdf reader)



[https://www.nj.gov/education/education-support/dyslexia/docs/NI_Dyslexia%20Handbook.pdf](https://www.nj.gov/education/education/education-support/dyslexia/docs/NI_Dyslexia%20Handbook.pdf)

Potential Indicators of Dyslexia Checklist

This checklist is designed for use by educators in identifying students with characteristics or potential indicators of dyslexia and to document any skill deficits captured during screening or diagnostic evaluations. Check all areas of concern if they, based on classroom, assessment history, program monitoring data, and other evidence, fit in a way that they indicate the student may have dyslexia. If the presence of a deficit is not clear, please indicate further observation over the rest of the year.

Student Name:		Teacher Name:	Date:
YES	NO	Background Information & Characteristics	
		Family history of dyslexia or learning challenges	
		Recent reading achievement or oral language screening results	
		Student is performing poorly in the classroom	
		Student program monitoring data shows slow or poor rate of improvement	
		Lack of ability to learn oral words	
		Reading processing speed results (such as the 1-1, 1-2, and 1-3)	
		Blending of the sounds and syllables in long words (such as "butter")	
		Reading errors or corrections that	
		Consistently misspell or mishear	
		Unable to blend words into separate speech sounds (such as "butter")	
		Consistently misspell or mishear	
		Doesn't know letters or even letters	
		Confused about the meaning of the words - "this, that, when, where"	
		Disorganized in books, used good or used play alphabets	

Kestorgriffin & In Grade

<input type="checkbox"/>	Difficulty remembering the names of letters and recalling them quickly
<input type="checkbox"/>	Difficulty learning sound-letter correspondence
<input type="checkbox"/>	Difficulty with phonemic awareness tasks (such as blending or breaking words into separate speech sounds, fish = f, i, /i, /ah)
<input type="checkbox"/>	Difficulty learning to recognize common words automatically (familiar names, names on signs or objects, high frequency words)
<input type="checkbox"/>	Reading errors show no connection to the sounds of the letters (reads "rabbit" as "bunny")
<input type="checkbox"/>	Poor spelling (omitting sounds, substituting sounds, adding sounds, transposal of sounds)
<input type="checkbox"/>	Difficulty remembering sequences (days of the week, months, ABCs)
<input type="checkbox"/>	Poor handwriting

2nd, 3, 4th Grade

<input type="checkbox"/>	Frequently misreads common high frequency words even after practice (when, went, they, their, been, to, does, said, what)
<input type="checkbox"/>	No strategies for word attack; makes wild guesses at words; relies heavily on the context or pictures in a story to "read"
<input type="checkbox"/>	Difficulty decoding words; often making single sound errors, omitting syllables, or skipping over prefixes and suffixes
<input type="checkbox"/>	Mispronunciation of long, unfamiliar words
<input type="checkbox"/>	Leaves place and skips over words while reading
<input type="checkbox"/>	Use of repetitive language tags ("uhhh")
<input type="checkbox"/>	Persistent reversals and transpositions of letters, numbers, and words with similar visual appearance (such as b & d, k & s, was & saw)
<input type="checkbox"/>	Spells phonetically without applying spelling rules or patterns
<input type="checkbox"/>	Poor spelling (omitting sounds, substituting sounds, adding sounds, transposal of sounds)
<input type="checkbox"/>	Spelling the same word different ways on the same page
<input type="checkbox"/>	Slow, choppy, and/or inaccurate oral reading that lacks appropriate expression
<input type="checkbox"/>	Comprehension problems arising from poor word recognition
<input type="checkbox"/>	Beginning to avoid reading and writing tasks
<input type="checkbox"/>	Difficulty with math facts

Potential Indicators of Dyslexia Checklist - Continued

Student Name: _____ Teacher Name: _____ Date: _____

YES	NO	Background Information & Characteristics
<input type="checkbox"/>	<input type="checkbox"/>	Slow on oral reading fluency tests
<input type="checkbox"/>	<input type="checkbox"/>	Inaccurate reading of real and nonsense word lists (gem, lot, thodge)
<input type="checkbox"/>	<input type="checkbox"/>	Poor spelling (omitting sounds, substituting sounds, adding sounds, transposal of sounds)
<input type="checkbox"/>	<input type="checkbox"/>	Poor handwriting and written expression
<input type="checkbox"/>	<input type="checkbox"/>	Avoidance of reading
<input type="checkbox"/>	<input type="checkbox"/>	Weak in reading strategies
<input type="checkbox"/>	<input type="checkbox"/>	Weak reading comprehension compared to listening comprehension

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Specific Learning Impairment

The term 'specific learning impairment' means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written that may manifest itself in the imperfect ability to listen, think, speak, read, spell, or do mathematical calculations. (IDEA 2004, §602.30, Definition)

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It's OK to say Dyslexial!

"The purpose of this letter is to clarify that **there is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia** in IDEA evaluation, eligibility determinations, or IEP documents.... However, regardless of whether a child has dyslexia or any other condition explicitly included in this definition of "specific learning disability," or has a condition such as dyscalculia or dysgraphia not listed expressly in the definition, the LEA must conduct an evaluation in accordance with 34 CFR §§300.304-300.311 to determine whether that child meets the criteria for specific learning disability or any of the other disabilities listed in 34 CFR §300.8, which implements IDEA's definition of "child with a disability" (Yukin, 2015. United States Department of Education).

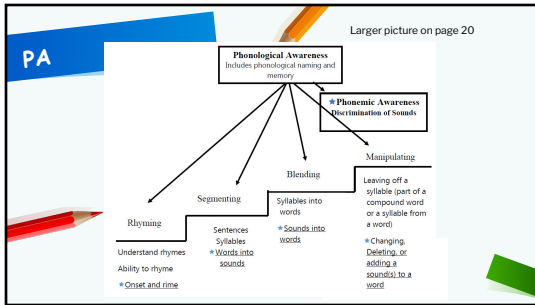
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Phonological Awareness

The understanding that the sounds of spoken language work together to make words. The focus of phonological awareness is much broader. It includes identifying and manipulating larger parts of spoken language, such as words, syllables, and onsets and rimes—as well as phonemes. It also encompasses awareness of other aspects of sound, such as rhyming, alliteration, and intonation.

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Phonemic Awareness

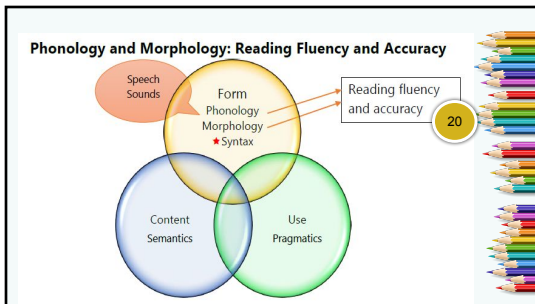
The ability to perceive and discriminate individual sounds (phonemes). The focus of phonemic awareness is narrow identifying and manipulating the individual sounds in words. Phonemic processing occurs at the level of Heschl's Gyrus and includes:

- Auditory discrimination:** Distinguishing sounds as the same or different
- Auditory analysis:** Segmenting a word into its sounds (phonemes)
- Auditory synthesis:** Blending sounds together
- Auditory sequencing:** Auditory memory for auditory information in a specific order

Reading Fluency and Accuracy

Fluency is important because it provides a bridge between word recognition and comprehension. They can make connections among the ideas in the text and between the text and their background knowledge. (Armbruster, Lehr, Osborn, and Adler 2006).

Phonology and morphology are keys to reading fluency and accuracy.



Breakdown PA Skills

www.fcrr.org

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- Auditory discrimination
- Auditory analysis (segmenting a word into sounds)
- Auditory synthesis (blending sounds together)
- Auditory manipulation
- Auditory sequencing (auditory memory)

Definitions

Phonological Working Memory

- The ability to store verbally presented information with the cognitive system long enough to act on the information.
- Needed for blending sounds into words (saying the individual sounds then being able to hold those sounds into memory to blend the word)

Manipulation

The ability to modify, change, or move the individual sounds in a word to make a new real or nonsense word.

Phoneme deletion

Student recognizes the word that remains when a phoneme is removed from another word. Example: "Say 'clip'". "Say it again without the /k/." "lip"

Phoneme addition

Student recognizes a new word by adding an additional sound. Example: pit/spit, lip/clip, net/nest

Phoneme substitution

Student can change sounds in a word. bug/tug, bet/bed, bet/bit



Definitions

Phonological Naming

- Providing sounds to go with the letters
- Matching phonemes and graphemes (sound-symbol)
- Decoding
- Errors in pronunciation of words (beenoculars, conoculars for binoculars)

Red Flags for Difficulty

- Appears to know the letter/sound, "sight" word one day (or minute) and not the next (reads correctly in one sentence and not another)
- Knows colors, shapes on one assessment and misses the same ones on another assessment
- Practices for spelling tests and can spell the words and then misses them on the test (give multiple choice)

Turn into a receptive task

Research

Phonological Awareness Skills

1. One of the strongest indicators of phonological weakness is **poor phonemic awareness**
2. Children's **phonological awareness** ability at preschool and kindergarten is a powerful predictor of later reading and writing success

Research

Phonological Awareness Skills

3. The degree of phonemic awareness that the child has developed upon entry into school is widely held to be the strongest single determinant of the child's reading success
4. Even after learning to read, individuals with dyslexia continue to show poor phonological awareness, particularly for tasks that require phoneme level sensitivity

Speech Delays and Literacy

1. Children whose speech production problems persist **until age 6;9** perform worse on tests of reading, spelling, and phonological awareness than controls matched for age and performance IQ (Nathan et al., 2004).
2. Studies indicate that at **age 4**, children with **speech delay** are at **higher risk for impaired phonological awareness skills**

Research

Phonology and Speech Production

1. Children with SSD are more likely to display lower performance on measures of reading and spelling than are children with typical speech abilities (Bishop & Adams, 1990; Catts, 1993; Peterson, Pennington, Shriberg, & Boada, 2009)
2. Like children with dyslexia, a core deficit in the phonological system has been implicated in children with speech sound disorder (Anthony et al., 2011; Pennington & Bishop, 2009; Sutherland & Gillon, 2007).

Research

3. In addition to their overt errors in speech production, children with speech sound disorder have shown deficits for a variety of other phonological tasks, including

- phonological awareness
- phonological memory
- spelling
- word reading itself

6. Kirk and Gillon (2007) provided an integrated speech, phonemic awareness, and letter knowledge intervention approach to children with SSD. They found that children who received an intervention that facilitated phonemic awareness and letter knowledge in addition to speech sound production outperformed children who received an intervention for speech sound production alone.

7. Speech production is heavily reliant on an intact phonological system

Speech Disorders

Speech Sound Disorders
K-2

Testing for Reading Difficulties
3rd grade

Assessments

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Language/Literacy

Test of Integrated Language and Literacy Skills (TILLS)

- o Includes the Student Language Scale (SLS) for dyslexia screening
- o TILLS includes core subtests for 6-7, 8-11, 12-18 that indicate dyslexia, language, or both.

Phonemic Awareness

- Lindamood Auditory Conceptualization Test 3rd Ed (ProEd; ages: 5;0-18;11) Measures the ability to perceive and conceptualize speech sounds using a visual medium (norm referenced)

Phonemic and Phonological Awareness

- Comprehensive Test of Phonological Processing 2 (CTOPP2) [Wagner, Torgesen, Rashotte, & Pearson, (2013). Austin: Pro-Ed. (also includes phonological memory and rapid automatic name)
- Phonological Awareness Test 2 (ProEd 2018 5-9;11)
- Profile for Phonological Awareness (ProPA) (app by Smarty Ears)
- Phonological Awareness Skills Test (PAST) Kilpatrick 2019 (Free online) <https://www.thepasttest.com/>
- Access to Literacy Assessment System (free online) <https://accesstoliteracy.com/>

Age	Skill
4 years	Rote imitation of rhymes and alliteration (Words start with the same sound)
5 years	Rhyme recognition (which word doesn't belong)
	Recognize phonemic change in a word (Brown Pear, Brown Pear, What do you see?)
	Clap out syllables (Target 2 and 3 syllables then move to 1)
5 ½ years	Can separate a word into its phonemes (segmenting sounds in a word)
	Blend onset and rhyme (c at = cat)
	Produce a rhyming word
	Tell the first sound in a word

6 years	Can delete (manipulate) part of a compound word or a syllable from a two syllable word
	Blends 2 or 3 phonemes
	Segment two or three phonemes in a word
6 ½ years	Segment three or four phonemes in a word
	Manipulate (substitute) a sound in a simple word to form a new word (Change the l in lip to /s/)

7 years	Delete sounds in the initial and final position (not including blends)
8 years	Delete initial sounds including blends
9 years	Sound deletion for medial and final sounds

Moats, L. & Tolman, C. (2009). Excerpted from *Language Essentials for Teachers of Reading and Spelling (LETRS): The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness (Module 2)*. Boston: Sopris West.
<https://www.readingrockets.org/article/development-phonological-skills>

General Ideas

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Speech to Print

- Instead of spelling a word for a student, segment the sounds in the words and have the student say each sound and figure out the spelling pattern
- Always keep in mind, speech to print. Incorporate the student saying the sounds, the syllables, the words targeted aloud. Then move to writing.
- By having the student say the sounds in words or the word, we can better judge the discrimination of each sound.
- **Keep sounds very pure. For example, /b/ does not say /ba/.**

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Strategies

Phonemic Awareness and Sound/Symbol


Visual Phonics program

- Visual Phonics program used by your school if it has gestures to go with the sounds.

Examples

- Lively Letters
- Zoo Phonics <https://zoo-phonics.com/>
- See It & Say It Visual Phonics Program

https://drive.google.com/file/d/1OLQw2HX9XhAnWni6u8M6soYNhlQh_n_gv/view?usp=sharing



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Phonemic Awareness/Segmenting/Blending

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Phonetically Regular Multisyllable Words

2 Syllable	3 Syllable	4 Syllable	5 Syllable
hotdog rainbow outdoors redo remake playful rocket panther chicken jacket	nevertheless, addition playfulness, subtraction redoing, division cowritten, coauthor vitamin documents basketball principal apricot yesterday	historical gigantic dandelion autocorrect disqualify impractical	multiplication hippopotamus mathematical apologetic misunderstanding condominium

Resources
<https://www.readingresource.net/support-files/cvwordslistbymedialsound.pdf>
<https://www.themeasuredmom.com/free-printable-cvc-word-list/>

Minimal Pairs

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- A phoneme pair such as the /f/ and voiceless /th/ are articulated in similar (yet different) ways, and so they sound similar, but they are, in fact, acoustically different.
- These sound pairs are more difficult to distinguish than other sound pairs because the way they are spoken (articulated).
- They should be perceived and recognized by listeners as two different phonemes, even in the absence of visual cues, i.e., by listening alone" (Wasowicz, J. via SPELLTalk, On Dec 22, 2020).

Minimal Pairs

Back sounds to front sounds (/k, g/ and /t, d/) <ul style="list-style-type: none"> • car/tar • Kim/Tim • key/tea • come/tum • cap/tab • coffee/toffee 	/s, z, f/ and /t, d, p/ (Stopping) <ul style="list-style-type: none"> • four/paw • fan/pan • cuff/cup • half/harp • sea/tea • sail/tail
f, s, sh' and 'b, d, (Stopping and voicing fricatives) <ul style="list-style-type: none"> • fatman/batman • phone/bone • fox/box • funny/bunny 	Final sounds <ul style="list-style-type: none"> • car/cart • tar/tart • bee/bean • no/nose • moo/move/moon/moose

Margo's Word List

eel	il	el	al (short)	al	ail	ile	uel	oil	owl
	bill	bell		ball	bail	bile		boil	
	built	belt							
deal	dill	dealt		dull	dial				
feel	fill	fell		fall	fail	file	fuel	foil	fowl
heal	hill	hell	Hal	hall	hail				howl
	kiln	keip							

Bingo Boards

Ms. Jacelyn on TPT

Boy	Joy	Cat	Map	Boy
Toy	Sod	Pad	Lay	Bin
Pay	Top	Free Space	Dad	Say
Mad	Hay	Fin	Way	Fat
Pin	Hat	Win	Hop	Bat

Phonemic Awareness + Letter/Sound/Retrieval

30

Place numbered squares on the floor. Student identifies beginning, middle and ending sounds.

1st

↓

1

m

3rd

↓

2

a

2nd

↓

3

n

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Consonant blends
4th

1	2	3	4
p	l	a	n
p	l	a	ne
p	l	ai	n

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Dominoes

rhyme

Final or medial

Activities for Phonological Awareness

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Rhyming

Rhyming

According to Moats and Tolman (2019), understanding of rhymes begin around 4 years of age with rote imitation. By 5 years of age, children are able to recognize a word that doesn't rhyme with two other words. By 5 1/2, children should be able to produce a rhyme as well as blend an onset and rhyme.

Stories with Rhyme

Age 4, enjoy rhyming books

Rhyming

32

Which One Does Not Belong

By age 5, students should be able to state which one does not belong

Discuss the morphemes used

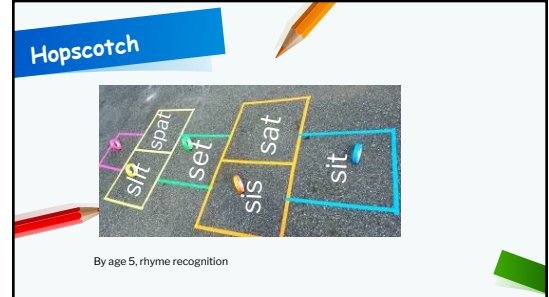
Increase complexity



Hopscotch



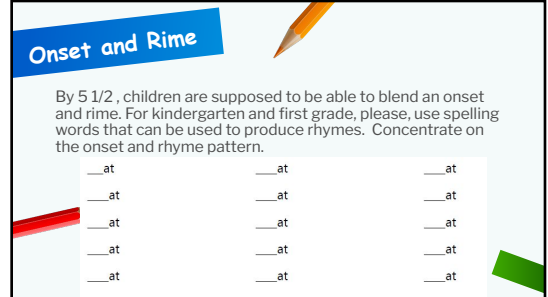
By age 5, rhyme recognition



Onset and Rime

By 5 1/2, children are supposed to be able to blend an onset and rime. For kindergarten and first grade, please, use spelling words that can be used to produce rhymes. Concentrate on the onset and rhyme pattern.

__at	__at	__at
__at	__at	__at
__at	__at	__at
__at	__at	__at
__at	__at	__at



Matching Pictures (by 5 1/2 years)



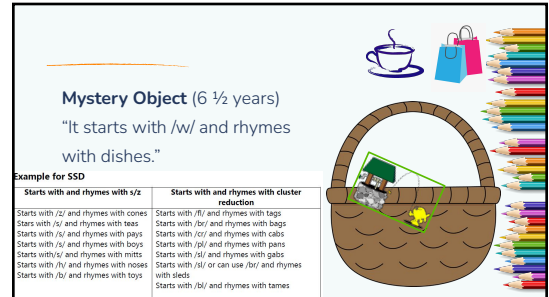
Mystery Object (6 1/2 years)

"It starts with /w/ and rhymes with dishes."



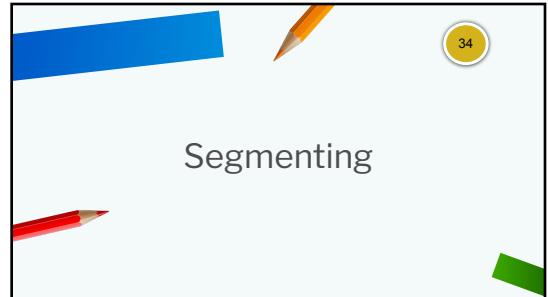
Example for SSD

Starts with and rhymes with s/z	Starts with and rhymes with cluster reduction
Starts with /z/ and rhymes with cones	Starts with /k/ and rhymes with legs
Starts with /s/ and rhymes with teas	Starts with /br/ and rhymes with bags
Starts with /t/ and rhymes with pays	Starts with /cz/ and rhymes with cabs
Starts with /l/ and rhymes with boys	Starts with /pl/ and rhymes with pairs
Starts with /s/ and rhymes with mitts	Starts with /sl/ and rhymes with gabs
Starts with /h/ and rhymes with noises	Starts with /sl/ or can use /br/ and rhymes with dees
Starts with /d/ and rhymes with tops	Starts with /bl/ and rhymes with tames



Segmenting

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Segmenting

Words in Sentences

Syllables in Words (age 5) - caterpillar (4), cowboy (2), cat (1)

✦ Sounds in Words (age 6 2-3 phonemes) - up (2) cat (3)

Sounds in Words (age 6 ½ 3-4 phonemes including blends)
brick (4)

From Reading Rockets

1. Begin with continuant sounds which include fricatives (f, v, s, z, sh, zh, h, and the two /th/ sounds -ð, θ), nasals (m, n, ŋ), liquids (l, r), and vowels.

(Have students practice blending and segmenting words with continuous sounds by holding the sounds using a method called "continuous blending" or "continuous phonation." (e.g., "aaaaammmmm ... am")

2. Then, introduce a few stop sounds (p, b, d, t, k, g) that students articulate. Make sure these sounds stay pure. (/b/ does not say /ba/.)

From Reading Rockets

3. As students are ready, progress to words with three phonemes, keeping in mind that words beginning with continuous phonemes (for example, sun) are easier to blend and segment than those with stop sounds (for example, top).

4. As students become more skilled at blending and segmenting, they may no longer need to hold sounds continuously, transitioning from "ssssuuunnn" to sun.

Direct Mapping

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Phonemes to Sound/Symbol

Educator: Say all of the sounds you hear in the word "flat" (oral)

Student: /f/, /l/, /a/, /t/

Educator: Shows the word "flat"

Educator: Which part of the word says /at/?

Educator: Which part of the word says /fl/

Backward Chaining

Example: One Syllable Word

Student sees the word flat.

Educator covers up the /fl/ and asks the student what they see.

Student states /at/.

Backward Chaining

Example: Multisyllable Word

Word: basketball

Student identifies final rime unit /all/

basketball

Student adds the onset to the final rime unit /ball/

basketball

Student identifies second to last rime unit /et/

basketball

Student adds onset /ket/

basketball

Puts with final onset and rime /ketball/

basketball

Student identifies initial onset and rime /bas/

basketball

Student puts the word together

basketball

Blending

Students begin blending two or three phonemes by 6 years of age.

As stated in the Segmenting section, begin with continuant sounds.

Next, move to stop sounds making sure sounds remain pure.

Hear It and Write It

Give words in writing of increasing complexity (VC, CV, CVC, CCVC, CVCC, and CCVCC) and have the student say each sound then blend the word together.

Blending

Mystery Card/Object

Have the child say the word in its sounds while the others guess what the word is. When the word is guessed correctly, the item is shown.



Scene It

Educator states the sounds in a word
Students draw picture (Could also give a scene and have the student color or point to the object named)

I S-P-Y

Play the familiar game "I Spy" with a different twist. For example, using the names of objects in the room, tell the children "I spy a p-e-n" and see if they can guess what it is. If the children can segment words, have them take turns choosing things to spy.

Children begin to isolate initial sounds by 5 ½ years of age. This is the beginning of being able to understand manipulating sounds in words.

By age 6 1/2, students can substitute phonemes to build new words.

Manipulating

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Silly Words

Provide each child with four connector pieces of a toy or game (e.g., Legos, pop-beads, trains). These connected pieces will represent each syllable in a four syllable word. Take off the first or last connector piece while also removing the first or last syllable of the word (e.g., kindergarten (4 syllables) becomes kindergarten (3 syllables) when you take off the last connector piece).

Manipulation

Substitute Syllables in Words

Snack Talk

At snack time, choose a special syllable to use. All the snacks (and conversations about them) must contain that syllable at the beginning of each word. For example, if the snack were apple juice and graham crackers, they could be zoo-ple juice and graham zoo-kers. Encourage the children to talk in this new "language" during the entire snack time. Initiate several questions and conversations about the snacks to give them numerous opportunities.

Activities for Manipulation

Drop Off, Add, or Change

Compound Words	2 syllable words	3 syllable words
toddler	season (take off sea or son)	computer (take off -er)
rainbow	raccoon	observing
snowball	peptide	invention
moonlight	imite	subtraction
sunlight	stares	addition
sunset	robot	division
raincoat	spikes	understand
keyboard	smiling, running, jumping	reporter
goldfish	action, fiction	carpenter

Cotton Cups

Read a story and leave off a sound

Resources

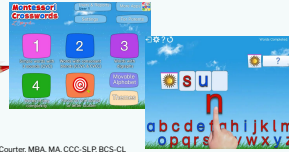
- Substitution activities and color pictures
https://dpi.wi.gov/sites/default/files/imce/ela/bank/RF_PA_Substitution.pdf
- How to make sound spinners and flip books
<http://tickledpinkprimary.com/2015/02/phoneme-substitution.html>

Overall Resources

- Florida Center for Reading Research (Student activities)
<https://fcrr.org/student-center-activities>
- Reading Rockets
https://www.readingrockets.org/strategies/blending_games
- Online Games
<https://www.ateachableteacher.com/online-phonemic-awareness-games/>

Apps

abc PocketPhonics
L'Escapadou Montessori Crosswords



<https://startairbeam.tv>
App: Mirror Mac PC

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Phonics Rules



Vowels
Every word must contain a vowel.
Old MacDonald had a vowel
A, e, I, o, u and sometimes y

Teach Vowels through Visual Cues

Use visual cues to support discrimination between the vowels. For diphthongs, use arm like one sound is at the top of the slide and the other is at the bottom of the slide. Have students turn your visual cues into their own tactile/kinesthetic cue by cueing themselves.

Vowels at the End of an Unaccented Syllable

This vowel may be produced as a schwa (away, afraid)

Letter "y"

The letter y has three sounds. It says "y" in words like yellow. At other times the letter y, as mentioned earlier, makes the same sound as a vowel. It can make an eee sound as at the end of a 2 syllable word like "silly". At other times it can make an i sound as at the end of a one syllable word like "cry". It can also make the short /i/ sound as in "gym".

The "y" Rule

Change the "y" to "i" when the suffix that is being added begins with a vowel except when the suffix begins with "i:" (carry/carrying)

"y" to "i" and add "es"

cherry/cherries, pony/ponies, story/stories,
baby/babies, lady/ladies, sky, skies

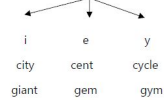
"y" to "i" and add "ed"

bury/buried, fry/fried, copy/copied, empty/emptied

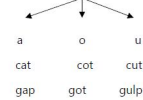


Soft c and hard c, and soft g and hard g

Soft /c/ and /g/



Hard /c/ and /g/



Ending in /c/ or /ck/

When a one-syllable word ends with the /k/ sound immediately following a short vowel, it is usually spelled with ck, as in duck. When the /k/ sound follows a consonant, consonant blend, long vowel sound, or diphthong, it is usually spelled with k, as in task, cake, soak, and hawk.

The /j/ sound

In a one-syllable word, when a /j/ sound immediately follows a short vowel, it is spelled --dge as in badge, hedge, bridge, dodge, and smudge. (The d "protects" the vowel from the "magic e" rule.)



The /ch/ sound

In a one-syllable word, when a /ch/ sound immediately follows a short vowel, it is usually spelled tch as in catch, fetch, stitch, blotch, and clutch. The exceptions to this rule are such, much, rich, and which.

Drop the e with -ing

Drop the /e/ and add /ing/. Examples: bike/biking



Doubling

For short vowel words, double the consonant at the end (run, running, runner)

Double Letters at the End of One Syllable Words

One syllable short vowel words that end in "s", "l", "f", "z" are doubled. (Sam likes fried zebras.)

Plurals

For most words, add s to make them plural, as in cat/cats. But when a singular word ends with s, sh, ch, x, or z, add es to make it plural, as in classes, brushes, and foxes



Syllable Patterns: CLOVER

Closed Syllable

A closed syllable ends in a consonant. The vowel has a short vowel sound, as in the word bat.

Consonant -le

A consonant+le syllable is found in words like handle, puzzle, and middle.

Open Syllable

An open syllable ends in a vowel. The vowel has a long vowel sound, as in the first syllable of apron. This applies to one and two syllable words (me, go, repeat)



Vowel Team

A vowel team syllable has two vowels next to each other that together say a new sound, as in the word south.

When 2 vowels go walking, the first one does the talking

wait



Long E

A vowel-consonant-e syllable is typically found at the end of a word. The final e is silent and makes the next vowel before it long, as in the word name.

Magic "e" does not get to talk. He just makes the other one says its name.

bake



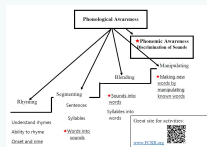
R Controlled

An r-controlled syllable contains a vowel followed by the letter r. The r controls the vowel and changes the way it is pronounced, as in the word car.



Reflection/Conclusion

What is your role for phonology?
How can you collaborate?



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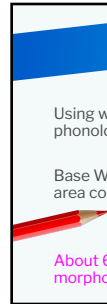
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Morphology

Using word parts - affixes and base words will support phonology, semantics, and syntax.

Base Words: Latin and Greek roots are prevalent in subject area content

About 60 % of the new words a reader will encounter are morphologically complex (Angelelli, Marinelli, & Burani, 2014).



Compound Words, Inflectional and Derivational Morphology

45

Compound Words - 2 or more words (free morphemes) make a new word

Inflectional Morphemes – Affixes that serve as grammatical markers and indicate some grammatical information about a word

Derivational Morphemes - Affixes that change the meaning or the grammatical category of the word

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Morphology Evidence

1. Morphological awareness skills of typically developing elementary school children contribute in unique ways to their reading and spelling abilities (Apel, Wilson-Fowler, Brimo, & Perrin, in press; Carlisle, 2000; Nagy, Berninger, Abbott, Vaughan, & Vermeulen, 2003; Roman, Kirby, Parrila, Wade-Woolley, & Deacon, 2009).

Morphology

2. Siegel (2008) found that the students with dyslexia performed significantly lower than their peers on the morphological awareness tasks.

3. Morphological awareness instruction has been found to significantly improve language and literacy outcomes and to be a valuable instructional tool for elementary children with language and literacy deficits (Bowers, Kirby, & Deacon, 2010; Carlisle, 2010; Goodwin, Lipsky, & Ahn, 2012; Reed, 2008).

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Morphology

4. Through collaboration with second grade classroom teachers and speech-language pathologist, 2 general education teachers implemented morphological awareness lessons in their classrooms over an 8-week period. Both inflectional and derivational morphology were targeted. The students' morphological awareness skills increased significantly following receipt of the morphological awareness lessons. The effects of these gains were moderate to large (Henbesta, Apel, Mitchellb, 2019)

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Morphology & SSD

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1. Preschool children who demonstrate deficits in morphology and speech demonstrated **better morphosyntactic competence when it was targeted before speech sound errors** (Tyler, Lewis, Haskill, 2002).

The diagram consists of two overlapping circles. The left circle is labeled 'Form' and contains 'Phonology', 'Morphology', and 'Syntax'. The right circle is labeled 'Use' and contains 'Semantics' and 'Pragmatics'. The overlapping area between the two circles is labeled 'Reading fluency and accuracy'.

2. Children with SSD scored significantly lower than did their counterparts on the morphological awareness measures as well as on phonemic awareness, word-level reading, and spelling tasks (Apel and Lawrence, 2011).

3. Morphological awareness was a unique predictor of spelling abilities of children with speech sound disorders (Apel and Lawrence, 2011).

Steps in Morphology Instruction

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Step 1

Discuss the importance
Explain target patterns (inflectional/derivational)

Compound, Inflectional and Derivational Morphology

Compound Words: Two (or more) free morphemes combined to make a new word

Inflectional Morphemes – Affixes that serve as grammatical markers and indicate some grammatical information about a word

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Compound, Inflectional and Derivational Morphology

Derivational Morphemes - Affixes that change the meaning or the grammatical category of the word

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Steps in Morphology Instruction

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Step 2

Intervene

Compound Words: Choose where to start

Open Compounds - ice cream, high school, school bus, car pool, counterclockwise

Closed Compounds - notebook, workbook

Hyphenated Compounds - mother-in-law, seventy-two, long-term

Craziness!!! Open and closed compound together: paperback book

*** <https://eslforums.com/compound-words/>

Brown's MLU

Inflectional Morpheme	Age of Acquisition	Example	Academic Standards
Present progressive (-ing)	27-30 months	Baby crying	1 st grade
Plural regular (-s)	27-30 months	I want cars.	Kindergarten
Possessive ('s)	31-34 months	Sam's ball.	1 st grade
Past regular (-ed)	35-40 months	She walk <u>ed</u> home.	Kindergarten-1 st
Third person regular (-s)	35-40months	Malcolm plays.	1 st grade
Past participle (-en) (uncontractible and contractible aux. verbs)	41-46 months	She has spok <u>en</u> . It is written.	2 nd grade (irregular past tense)

Inflectional Morpheme	Grade Level Standard
Comparative (-er) and Superlative (-est)	3 rd grade

Compound, Inflectional and Derivational Morphology

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Derivational Morphemes - Prefix, suffix, or both applied to a root

Meyerson (1978) found that children as young as 8 years could apply suffix addition rules to aid in the oral generation and recall of nonsense words containing complex morphemes.

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Strategies for Morphology

Compound Words

Strategies for Compound Words

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English-speaking children show an understanding of compound words in the preschool years, with age-related increases until approximately 5 years (Clark, Hecht, & Mulford, 1986).

side	mower
fire	walk
lawn	fighter

Meet a Friend

Tooth + **Brush** = **Toothbrush**

Compound Puzzles

Compound Word Puzzles

tree + house = treehouse

Created through SmartArt Microsoft Word

Resources

Books

- [Cloudy with a Chance of Meatballs by Judi Barrett](#)
- [If You Were a Compound Word by Trisha Speed Shaskan](#)
- [Thumbtacks, Earwax, Lipstick, Dipstick: What Is a Compound Word? By Brian P. Cleary](#)
- [Once There Was a Bull... Frog by Rick Walton](#)

Youtube videos

- Guess the Word Challenge: Brain Riddles for Kids with Answers <https://youtu.be/dt3iFD-xII>
- The Compound Word Game <https://youtu.be/NBuMGPAWllw>

Inflectional Morphology

Strategies: Inflections

- present participle -ing
- plural -s and -es
- possessive -s
- third person singular -s
- past tense -ed
- past participle -en
- comparative/superlative -er, -est

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Strategies for Inflectional Morphology

General Ideas

- Have the students perform movements as the educator gives a word.
- Play with objects to demonstrate singular and plural nouns (e.g., car/cars, box/boxes, block/blocks).
- Use scenes from a book in the classroom or make cards to demonstrate subject, verb, and direct object or prepositional phrase to elicit early developing morphology

Common Everyday Objects



Right now
The dinosaur cooks the vegetables.
What is the dinosaur doing?
The dinosaur is cooking the vegetables.
What did the dinosaur do yesterday?
The dinosaur cooked the vegetables.
Whose vegetables are they?
They are the dinosaur's.

skinny
sleep
slim
slow
small
smart
smelly
smooth

-er

-est

angry
bitter
brave
brief
bright
broad
dirty
dry



-est

-er

Scene It

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Possible Targets



Today: She is splashing in the puddle.

(She is splashing in the puddle, and he is watching the bird. The raindrops are falling. They are wearing raincoats. Mom may be unhappy because they are wet. She would have gone outside, but it was raining.)

Today: She splashes in the puddle, and he watches the birds.

Possible Targets

Yesterday: She splashed in the puddle.

Tomorrow: She will be splashing in the puddle. They will be returning home after they play.

Possessive: It is the girl's umbrella.



Possible Targets

-er and -est: The mommy bird is bigger than the baby birds.
(Discuss plants).

The grass is bigger than the flowers.

The tree is the biggest plant in the picture.

-en: One baby bird is hidden



It was a playful day dodging raindrops, playing in the rain outside, and wearing our raincoats!



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Many of the strategies below are presented in a research project by
 Wolter, J. A., & Green, L. (2013). Morphological awareness intervention in school-age children with language and literacy deficits. *Topics in Language Disorders*, 33 (1), 27-41. doi: 10.1097/tld.0b013e318280f5aa

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Say It (& Write It)

-ing	-s	Plural -s	
playing running walking seeing eating drinking jumping smiling crying	-s fruits cats ducks trucks books cliffs chefs	-s girls boys friends teachers balls crayons cats airplanes	-es houses kisses watches noses dresses bridges
Possessive -s	-s	-d	-ed
girls boys teachers mother's mom's father's dad's dogs	-s cats ducks trucks chefs elephant's rockets	-d played smiled cried brushed combed answered	-ed jumped walked practiced baked blinked bounced
			-ed added subtracted batted concentrated

3rd Person Singular Verbs		-er, -est	
-s walks eats drinks jumps files kicks	-s plays runs sees smiles cries	comparative bigger largest smaller smallest littlest happier happiest crazier craziest angrier angriest	superlative braver bravest brighter brightest skinner skinnest slimmer slimmest slower slowest smarter smartest smoother smoothest

Past Participle -en		
broken	forgotten	chosen
hidden	chosen	driven
ridden	frozen	eaten
spoken	awoken	fallen
written	bitten	given

Sort by Sound for Past Tense -ed

Instructions: All the words below are in the past tense. How do you know? Say each word and sort the words into 3 columns based on how the "ed" is pronounced. Even though it can sound different, how is the "ed" always spelled?

Rules:

- If the last sound in the infinitive verb is unvoiced, the past tense is unvoiced (i.e.: to kick, kicked)
- If the last sound in the infinitive verb is voiced, the past tense is voiced (i.e.: to tag, tagged)
- If the word ends in /t/ or /d/ it is spelled with -ed and produces an extra syllable.

acted	tagged	lasted	played	walked	crawled
jumped	called	fixed	brushed	combed	washed
passed	landed	canned	surprised	sifted	boiled
	/t/		/d/		/ed/

Sort by Sound Plural -s (possessive or 3rd person singular)

Rules:

- * If the last sound in the singular form of the word is unvoiced, the /s/ is unvoiced.
- * If the last sound in the singular form of the word is voiced, the /s/ is pronounced /z/.
- * If the word ends in /ch/, /sh/, /s/, /ss/, /x/, or /z/, it is spelled with -es and pronounced -ez

fruits	cats	teachers	balls	ducks	books
trucks	cars	kisses	cliffs	chiefs	boys
girls	friends	houses	balls	crayons	buses airplanes
/s/		/z/		/ez/	

Sort It Out for Present Progressive

Instructions: Sort the following pairs of words into two groups:

rub/rubbing tape/taping hop/hopping tap/tapping rid/ridding
 hope/hoping stop/slopping slope/sloping ride/riding

Rules:

- If the word is a short vowel one syllable word, double the last letter before adding -ing to make a closed syllable.
- If the word is a long vowel word, drop the -e and add -ing to make an open syllable.

Group 1	Group 2

What is the spelling rule for Group 1? What is the rule for Group 2?

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Derivational Morphology

Link to SSD

Derivational Morphology Link to SSD

Choose the prefixes and/or suffixes that have the speech sound or process that is being targeted. Build new words with the affix. Discuss the meaning of the affix and the new word that it makes.

Teach Most Common First

1. Teach the meaning of the most common prefixes and/or suffixes first
2. Once the student understands the meaning, apply to a known word (ie: fold, play, make)
3. Clap out syllables for the word to support phonology.
4. Discuss the meaning of the novel word.

Teach Most Common First

5. Next, apply to other common base words
6. Discuss the meaning of the word.

Note: Once the student knows the meaning of each prefix and suffix, the student can make up nonsense words and state what the meaning would be if it were a real word.

Most Common 1st

Most Common Prefixes	Definition	Examples
re	again	redo, remake, refold, return, replay,
un	not	undo, unfold, unclear, unfinished, undecided
dis	not, opposite of	dislike, disobey, dishonest, disguise, disqualify
in, im, il, ir	not	impolite, immature, • illegal • impractical • inactive • irrelevant • inefficient •

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Most Common Suffixes

Most Common Suffixes	Definition	Examples
-er	one who does	teacher, driver, runner
-ful	full of	playful, helpful, thankful, careful, weightful
-ly	characteristic of	happily, slowly, finally, boldly, clearly
-y	characterized by	rainy, shiny, waxy, curly, cloudy, windy
-less	without	friendless, helpless, careless, fearless

-er: player, teacher, driver, skier, cleaner, worker, firefighter, police officer
 -ful: careful, fearful, tearful, harmful, hurtful, restful, cheerful
 -ment: arrangement, improvement, advertisement, replacement, encouragement, treatment

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Word Detective

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pre	vent	able
con	cern	ing
de	test	ly

pre	vent	able
con	cern	ing
de	test	ly
trans	flect	ion

pre	vent	able
con	cern	ing
de	test	ly
trans	flect	ion

Silly words:
 Pretestly (before) test (to put something through a trial or witness) ly (characterized by)
 Meaning: characteristic of witnessing before it happens.

Apply to a Word

<p>Front</p> <p>Auto</p> <p>She wrote an autobiography about herself.</p>	<p>Back</p> <p>Self</p>
---	---------------------------------------

Read and Apply

Dinosaurs

The name dinosaur means "very terrible lizard." Even though no human being has ever seen a real live dinosaur, we know a lot about them. Many dinosaur bones, teeth or fossils have been found all over the world. Fossils are impressions or marks made in rocks by bodies of animals or plants that died long ago. From the evidence of these fossils, scientists have figured out how dinosaurs looked, how they moved and what they ate. There were many kinds of dinosaurs. Some were enormous. Some were very small. Some ate plants so they were herbivorous. Others were ferocious meat eaters that were carnivorous.

Read and Apply

Example: What helps you understand the meaning of "herbivorous?"

1. The -ous ending makes in an adjective.
2. The base word "herb" may mean a plant or something you eat, like herbs from a garden.
3. The sentence says th
at they ate plants SO they were herbivorous, so it must have to do with eating plants.

Inflectional & Derivational Morphology

59

Highlight Morphemes

Steps:

1. Educator highlights (finger under/finger over)
2. Educator writes on top of paper what prefix/suffix looking for and student highlights (finger under/finger over)
3. Reads without highlighting (finger under/finger over)

Activity

Johnny and Sally are walking to the park. Johnny stops and he smells the yellow flowers. He says, "I have never smelled flowers sweeter than these." As they are walking again, Sally stops and looks at two beautiful butterflies. She says, "These are the prettiest butterflies I have ever seen." Johnny says, "I think my flowers are prettier than your butterflies." Sally says, "My butterflies are bigger than your flowers." The two then decide that both the flowers and the butterflies are the sweetest and prettiest things they have seen all day. At the park, Sally and Johnny played, jumped, and laughed all day long!

Fill It and Fix It

The _____ was very talented. (paint)
He is _____ (paint)
That is the _____ orange. (juicy)
He has a college _____ (educate)
The _____ sketched a picture. (art)
The teacher will give an _____ on Friday. (assess)
The _____ was stored in the garage. (equip)
It was a _____ day. (snow)
The girl had long _____ hair. (curl)

Morph It

Given a base word, "morph" the word into as many word forms as possible using previously taught prefixes and suffixes. Label each word according to its part of speech.

Heat	Heater	Preheat	Reheat	Heated	Heatedly	Heating
Learn	Relearn	Learner	Unlearn	Learning	Learned	
Play	Played	Player	Playing	Replayed	Folder	
Fold	Folding	Refold	Unfold	Folded		

Noun	Verb	Adjective	Adverb

Apps

Mobile Education STORE

Tense BUILDER

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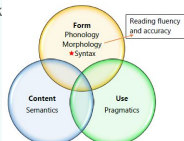
PlayHome

Reflection

1. We know that 1/2 of English words are morphologically complex. How do you or how will you develop a systematic approach to targeting morphology?
2. Do you directly treat morphology? If yes, how can you use the Steps in Morphology Intervention to provide a more systematic approach? If you are not targeting morphology, what goals or strategies might you add to begin treating morphology?
3. How can you incorporate morphology strategies into literacy development?

Review

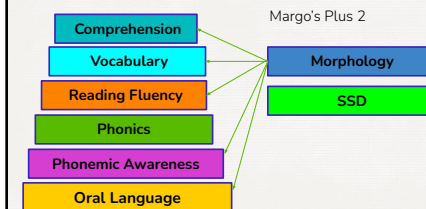
About 60 % of the new words a reader will encounter are morphologically complex (Angelelli, Marinelli, & Burani, 2014). By linking speech sounds to inflectional and derivational morphology, we support phonological awareness skills, morphosyntax, and semantic sk



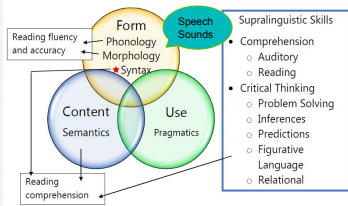
Case Study



Review: Building Blocks of Literacy



Review: Speaking, Listening, Reading, & Writing



Questions

1. What information do you have in this case study?
2. What other information do you need?
3. Concerns for this student
4. What would you target?

Background

Age: 6 years 9 months
 Grade: Second ½ of First
 Student has been receiving speech and language therapy.
 Student is currently in a small group for literacy instruction.

Student demonstrated the following errors:

/s/, /z/, voiced /th/, and unvoiced /th/ and inconsistent errors for /l/.

For */s/*, the sound is slightly distorted with lateralization for initial and final positions of */s/* and */s/* blends.

In the medial position (i.e.: pencil), the */s/* was produced as a */ch/*. */z/* appears to be slightly easier to produce.

Student demonstrated difficulty with medial */l/* (yewow for yellow).

Student reduces syllables (i.e.: efant for elephant) and adds syllables (i.e.: filag for flag).

A vowel error was noted with */i/* replacing */e/* in the word "pencil."

TACL 4

	Raw Score	Percentile	Scaled Score	Description
Vocabulary	35	9	6	Below Average
Grammatical Morphemes	28	1	3	Impaired
Elaborated Phrases/Sentences	21	<1	2	Impaired

Sum of Standard Scores	11
Receptive Language Index	61
Percentile	<1

- **Vocabulary:** This vocabulary measure assesses adverbs, adjectives, verbs (including irregular past tense) and basic concepts. Student demonstrated difficulty with the concepts of left/right, pair, and words with multiple meaning such as polish

- **Grammatical Morphemes:** This subtest measures both inflectional morphemes (plural -s, -ing, past tense, possessive nouns, and third person singular) as well as derivational morphology (prefixes, suffixes, root words). Student demonstrates mastery of contractions for "he is". She used -ing consistently but not always for the answer. She demonstrated difficulty with the most common prefixes (un for untie)

- **Elaborated Phrases/Sentences:** This subtest measures increasingly complex sentences. Student understood negation and negation within a contraction (isn't), a relative clause in the middle of a sentence (The boy who was laughing saw the girl). She demonstrates mastery of sentences with 2 subjects and compound sentences. She demonstrated difficulty with sentences that included adjectives, and sentences with a direct and indirect object (She shows the boy the girl).

TEXL

	Raw Score	Percentile	Scaled Score	Description
Vocabulary	19	5	5	Borderline
Grammatical Morphemes	19	1	3	Impaired
Elaborated Phrases/Sentences	7	2	4	Borderline

Sum of Standard Scores	12
Expressive Language Index	65
Percentile	1

- **Vocabulary:** This vocabulary measure assesses adverbs, adjectives, verbs (including irregular past tense) and basic concepts. Student demonstrated the correct use of plural -s, pronouns, and partial mastery of -ing. She demonstrated some difficulty with higher level spatial concepts (under, behind, next to), and irregular past tense verbs.

- **Grammatical Morphemes:** This subtest measures both inflectional morphemes (plural -s, -ing, past tense, possessive nouns, and third person singular) as well as derivational morphology (prefixes, suffixes, root words). Student demonstrates mastery of plural -s (boys), and -er (farmer). She demonstrates partial mastery of third person singular verbs (looks). She demonstrated greater difficulty with -ing for future tense (is going) and irregular past tense (drank).

-
- Elaborated Phrases/Sentences: This subtest measures increasingly complex sentences. Student expresses is + ing and a color + a noun. She appeared to have more difficulty in figuring out what the meaning of the sentence prompt to respond correctly.



ProPA (SmartyEars)

Rhyme

Rhyme identification 5/ 6 83% EMERGING (Skill expected by age 5)

Rhyme production 4/ 6 80% EMERGING (5 ½ year old skill)

During the rhyming identification, if words began with the same letter, he would initially remark that the words rhymed.



ProPA (SmartyEars)

Blending

Syllables (ta-ble) 6 / 6 100% ACHIEVED

Sounds (p-o-t) 3 / 5 60% EMERGING (6 year old skill)

Student was able to blend syllables but demonstrated some difficulty with blending sounds with consonant blends (i.e.: bl, cl). These are kindergarten/grade one skills.



ProPA (SmartyEars)

Isolating (Manipulation)

Isolating Overall: EMERGING (40%)

First sound 3 / 6 50% EMERGING (5 ½ year old skill)

Last sound 3 / 6 50% EMERGING (6 year old skill)

Middle (vowel) sound 1 / 5 20% NOT ACHIEVED (6 year old skill)



ProPA (SmartyEars)

During the subtest to identify the ending sound, he would often state the first sound in the word. He demonstrated difficulty isolating the vowel sound in the middle of words. The ability to isolate final sounds is a kindergarten level skill. The ability to isolate sounds in the middle of words is a kindergarten/grade one skill.



ProPA (SmartyEars)

Segmenting

Words 3 / 5 60% EMERGING

Syllables 3 / 6 60% EMERGING (5 year old skill)

Sounds 2 / 5 40% NOT ACHIEVED

Sounds with consonant blends 0 / 3 0% NOT ACHIEVED (6 ½ year old skill)



ProPA (SmartyEars)

Segmenting

Student can state the number of words in a sentence and the number of syllables in a word. He demonstrated difficulty isolating sounds in words for words that had consonant-vowel-consonant and consonant blend-vowel-consonant. Segmenting sounds is a kindergarten/grade one skill.

ProPA (SmartyEars)

Deletion

Words 3 / 5 60% EMERGING
 Syllables 3 / 6 60% EMERGING (5 year old skill)
 Sounds 2 / 5 40% NOT ACHIEVED
 Sounds with consonant blends / 3 0% NOT ACHIEVED (6 ½ year old skill)

ProPA (SmartyEars)

Substitution

Substitution Overall: EMERGING (55%)
 First sound 5 / 5 100% ACHIEVED
 Last sound 0 / 4 0% NOT ACHIEVED (6 ½ year old skill)

STAR Early Literacy

Student Diagnostic Report Skill Set Scores

Printed Tuesday, April 9, 2019 10:35:26 AM
 Reporting Period: 2/1/2019 - 2/28/2019 (Custom)

Class:	Gr 1:	Sub-Domains	Score
Teacher:	82-29419521	Alphabetic Principle	22
Test Date:	02/12/2019	Concept of Word	22
SS: 355 (Scaled Score)	Levels Measure: BR130DL	Visual Discrimination	30
	Levels Range: 1	Phonemic Awareness	10
		Phonics	8
		Structural Analysis	5
		Vocabulary	11
		Sentence-Level Comprehension	6
		Paragraph-Level Comprehension	8
		Early Numeracy	20

Est. ORF is available for tests taken in grades 1-3.

Skill Sets Within Each Sub-Domain

Set and scores, ranging from 1-100, indicate the student's percent of mastery of skills in each set.

Skill Set	Score	Skill Set	Score
Alphabetic Principle	27	Phonics	8
Alphabetic Knowledge	7	Consonant Digraphs	8
Alphabetic Sequencing	7	Other Vowel Sounds	7
Letter Sounds	21	Sound-Symbol Correspondence: Consonants	16
Concept of Word	28	Word Building	6
First Consonant, Word Length	28	Sound-Symbol Correspondence: Vowels	6
First Consonant, Word Borders	10	Word Analysis/Phonics	6
First Consonant, Letters and Words	28	Structural Analysis	6
Visual Discrimination	36	Words with Affixes	6
Letter Identification and Word Matching	36	Identiification	6
Phonemic Awareness	10	Compound Words	4
Blending and Word Families	15	Vocabulary	11
Blending Word Pairs	25	Word Fluency	16
Blending Phonemes	4	Synonyms	5
Initial and Final Phonemes	4	Antonyms	5
Consonant Blends (CV)	11	Sentence-Level Comprehension	6
Metad Phonemic Discrimination	2	Comprehension at the Sentence Level	6
Phoneme Isolation/Manipulation	6	Paragraph-Level Comprehension	8
Phoneme Segmentation	6	Comprehension of Paragraphs	8
Phonics	8	Early Numeracy	20
Short Vowel Sounds	10	Number Naming and Number Identification	22
Half Consonant Sounds	8	Number Object Correspondence	14
Long Vowel Sounds	5	Sequence Completion	12
Variant Vowel Sounds	8	Counting and Decoding	23
Consonant Blends (PV)	9	Measurement	23

Instructional Planning Report

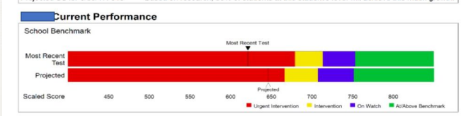
STAR Early Literacy

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1 of 3

School: [Redacted] Teacher: [Redacted]
 Class: Gr 1

Star Early Literacy Test Results
 Current SS (Scaled Score) 621 Test Date: 04/25/2017
 Literacy Classification: Late Emergent Reader Est. ORF: 16
 Projected SS for 6/30/17: 640 Based on research, 50% of students at this student's level will achieve this much growth.



Suggested Skills
 Star Early Literacy scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for him. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

Phonological Awareness

This score suggests [] should practice the following phonological awareness skills, particularly those dealing with individual phonemes.

- K » Isolate, say, and distinguish initial or final phonemes in spoken CVC words (e.g., say the initial sound in hat, the final sound in cup)
- K » Recognize, identify, and produce groups of words that begin with the same initial sound (i.e., alliterative words)
- K » Isolate, say, match, and distinguish medial short vowel sounds in spoken CVC words (e.g., say the middle vowel sound in bed)
- K » Isolate and distinguish short vowel sounds in single-syllable words in spoken language (e.g., from a verbal prompt, identify that hat has a different middle vowel sound than hi)

What Other Tests or Information Do You Need?

Speech Sound Norms

Crowe, K., & McLeod, S. (2020). Children's English consonant acquisition in the United States: A review. *American Journal of Speech-Language Pathology*. https://doi.org/10.1044/2020_AJSLP-19-00168

*** /s/ and /z/ initial/final and blends (4 years to 4;11)

Voiced /th/ (5;11) and unvoiced /th/ (6;11)

Language

Vocabulary: multiple meaning words, spatial concepts (under, behind, next to)

Order of acquisition (Owens and Pavelko, 2010)

By 36 months: horizontal spatial prepositions

Front, back, behind, next to

By 42 months: horizontal side to side prepositions

Beside, next to, middle

Morphemes expressively

3rd person singular verbs (35-40 months)

-ing present progressive (27-30 months CCSS K)

Irregular past (40-46 months CCSS 2nd grade)

Prefixes receptively (~8 years)

Elaborated Phrases/sentences (morphosyntax)

Receptively: sentences with adjectives and sentences containing a direct and indirect object

Expressively: Difficulty responding based on sentence prompt

ProPA (phonology)

Rhyme: id (age 5), produce (5 ½)

Blending: 3 sounds (6 years)

Isolation: initial (5 ½ years), final (6 years), medial (6 years)

Segmenting Words, Syllables (5 years), Sounds (6 years)



Deletion: syllables (6 years)

Substitution: final sound (6 ½ years)

STAR Early Literacy supports these results, thus, impacting classroom skills



Question Review

1. What goals would you set?
2. Where do you start?



Language Goals

(Timeframe), _____ will use inflections (-ing, 3rd person singular, irregular past tense) in (phrase/sentence/conversation) in 8/10 of the opportunities with minimal cueing .

NEED TO PROBE: compound words



Morphosyntax

(Timeframe), _____ will increase sentence length and verb tenses in 8/10 of the opportunities with minimal cues.

Objectives:

direct/indirect objects/adjectives

- a. Simple Present
- b. Continuous Present
- c. Simple Past regular verbs
- d. Continuous Past



At the end of the second semester, student will increase English prefixes skills to understand and express early developing prefixes including (un, re, and dis) in 8 out of 10 opportunities with minimal cueing in conversation as demonstrated through speaking, reading, and writing in the classroom.

<https://dcps.duvalschools.org/cms/lib07/FL01903657/Centricity/Domain/5405/affixes%20and%20roots%20by%20grade%20level.pdf>

*** These are from 2nd grade standards)



PA

By _____DATE_____, student will increase phonological awareness skills to understand and express rhyming, blending, segmenting, manipulation (isolation and deletion of initial and final sound) in 8 out of 10 opportunities using vocabulary with affixes with minimal cueing in classroom activities as demonstrated through speaking, reading, and writing in the classroom.



Vocabulary

By the end of the IEP cycle, NAME will independently use prepositions (spatial concepts), common verbs, adjectives, nouns including affixes (inflectional and derivational) morphemes and multiple meaning words to express wants and needs and participate in classroom activities to represent the meaning of 110 new (Tier I and II) vocabulary words with 80% accuracy as measured by data collection.



Strategies

Scene It:

Target 3rd person singular, present progressive -ing, irregular, prepositions (the leaves next to the birds), multiple meaning (words, phrases and sentences including direct and indirect objects)

PA: rhyming, blending,

Segmenting, manipulation

Using /s/ and /z/ words

** Incorporate Say It and Write It**



Sort it Out
/s/ and /z/ through
inflections
Present
progressive

Present Progressive

For -ing, words can be sorted into two groups.

Rules:

- For long vowel words, drop the -e and add -ing
- For short vowel words, the final consonant is doubled before adding -ing

hops/hopping	hops/hopping	saps/sapping	rid/riding
hops/hopping	stops/stopping	saps/sapping	rid/riding
Group 1			Group 2

Possessives, Plurals, and 3rd Person Singular

The three inflections can be sorted into three groups.

Rules:

For possessive -s, group 1 would be those pronounced with /z/, group 2 would be those with /z/, and group 3 would be those pronounced /s/.

- If the last sound in the singular form of the word is unvoiced, the /s/ is unvoiced.
- If the last sound in the singular form of the word is voiced, the /s/ is pronounced /z/.
- If the word ends in /sh/, /ch/, /x/, /ss/, /z/, or /zz/, it is spelled with -es and pronounced /ez/.



Using PA with /s/, /z/ and inflections

Page 36 activities incorporating /s/ and /z/

Which one doesn't belong

Matching Pictures with inflections

Rhyming words with inflections

Example for SSD

Starts with and rhymes with s/z

Starts with /z/ and rhymes with cones
Starts with /s/ and rhymes with teas
Starts with /s/ and rhymes with pays
Starts with /s/ and rhymes with boys
Starts with /s/ and rhymes with mitts
Starts with /h/ and rhymes with noses
Starts with /b/ and rhymes with toys



Segmenting (add blending at the same time) using /s/ and /z/ words

Clap out Syllables (including inflections, re, dis, and un after meaning is established, compound words, multisyllable, and multimeaning words)

Replay, redo, remake, relearn,
Playing, plays, played, broken, spoken
Thumbtack, earwax, lipstick, meatballs
Table, season, present



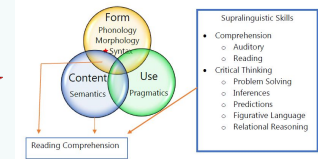
Question Review

4. How will you connect the goals/objectives/strategies to the classroom/curriculum/areas of study?

1. Use classroom curriculum and stories to determine words with /s/ and /z/ that could be used in therapy
2. Use verbs from 3rd person singular, -ing and irregular (which will align with state standards)
3. Discuss assignments to increase morphosyntax
4. Use PA assignments and incorporate morphology

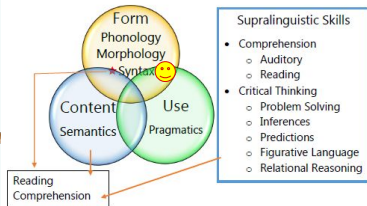
Auditory and Reading Comprehension

Dyslexia: Secondary consequences may include problems in reading comprehension that can impede growth of vocabulary and background knowledge.



Reading Comprehension: MorphoSyntax

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(Morpho)Syntax

61

1. Verb voice and clause structures—structures that contain a subject and a verb—affect comprehension and recall. Readers recall independent clauses (“He used the help system”) faster than dependent clauses—clauses containing a subordinating conjunction

(Morpho)Syntax

2. Readers also make more comprehension errors with **relative clauses that are embedded in the middle** of a sentence (“The report that John wrote won an award”) than with relative clauses that are at the end of a sentence (“The society gave an award to the report that John wrote”) (Creaghead and Donnelly 1982).

(Morpho)Syntax

3. In 2004-2005, only 51% of students taking the ACT scored at the benchmark (C equivalency) for understanding complex text needed for college readiness. 2011 and 2012, SAT showed 43% reached a proficiency level for reading comprehension.

The clearest differentiator was students' ability to answer questions associated with complex texts (complex syntactic structure) NOT critical thinking skills.

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12 Verb Voices

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	Past	Present	Future
Simple	I walked to the store. I ate ice cream.	I walk to the store. I eat ice cream.	I will walk to the store. I will eat ice cream.
Continuous	I was walking to the store. I was eating ice cream.	I am walking to the store. I am eating ice cream.	I will be walking to the store. I will be eating ice cream.
Perfect	I had walked to the store. I had eaten ice cream.	I have walked to the store. I have eaten ice cream.	I will have walked to the store. I will have eaten ice cream.
Perfect Continuous	I had been walking to the store. I had been eating ice cream.	I have been walking to the store. I have been eating ice cream.	I will have been walking to the store. I will have been eating ice cream.

Increasing the Complexity: Past Modal Verbs Could Have, Should Have, Would Have

These past modal verbs are all used hypothetically or conditionally to talk about things that did not really happen in the past.

Examples

Could have + past participle

Could have + past participle means that **something was possible in the past, but that you didn't do it.**

I **could have broken the lamp.**

Should have + past participle

Should have + past participle can mean **something that would have been a good idea, but that you didn't do it.**

I **should have taken an umbrella.**

Examples: would have + past participle

1: Part of the third conditional. **If I had had enough time, I would have gone to the store.**

2: Because 'would' (and will) can also be used to show if you want to do something or not (volition), we can also **use would have + past participle to talk about something you wanted to do but didn't.** This is very similar to the third conditional, but we don't need an 'if clause'. **I would have gotten in trouble for that.**

Step 1:

Make Sure Student Knows Verb Tenses

1. Systematically move through each verb tense to make sure the student understands how the verb voice is used. Based on Brown (1973) order of acquisition, begin with:

- a. Simple Present
- b. Continuous Present
- c. Simple Past regular verbs
- d. Continuous Past

- e. Simple Future
- f. Continuous Future
- g. Simple Past Irregular verbs
- h. Continuous Past Irregular

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2. Once the student understands the verb voice, apply it to several sentences and discuss the meaning within the sentence.
- Begin with simple sentences
 - Move to a simple compound sentence with easy conjunction (Mary walks to the store, and John runs to the store.)

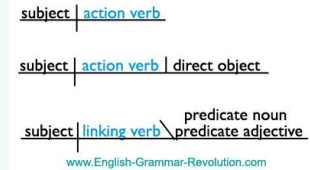


- Move to other compound sentences with other conjunctions (FANBOYS: for, and, nor, but, or, yet, so)
- Move to complex sentences with a prepositional phrase at the end.
- Move to complex sentences with a preposition phrase at the beginning.
- Move to compound/complex



Step 2: Expand with Clause Structure

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Progress from a Simple Sentence to Compound/Complex



Types of Clauses

Independent Clause

An independent clause is complete sentence including a subject and predicate and may include an object.

Dependent Clause

A dependent clause (also known as a subordinate clause) is not a complete sentence but supports the independent clause. The dependent clause can be in front of or after the independent clause.



Types of Sentence Structures

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Simple Sentence

A simple sentence is one independent clause – a complete sentence

Compound Sentence

A compound sentence is two or more independent clauses. Compound sentences are sentences that are joined together using a coordinating conjunction. These include: for, and, nor, but, or, yet, so. These are referred to as FANBOYS.




Complex Sentence

A complex sentence has one independent clause and one or more dependent clauses.


Compound/Complex Sentence

A compound/complex sentence has 2 or more independent clauses and one or more dependent clauses.




Building Complexity of Sentence Structure and Verb Voice


Directions

1. Have the students begin with a simple sentence.
 - a. Use a variety of verb voices
 - b. Discuss the subject and predicate.
 - c. Discuss the meaning of the sentence.
- 


Building Complexity of Sentence Structure and Verb Voice

2. Have the student add direct and indirect objects, adjectives, and adverbs to sentence.
 - a. Use a variety of verb voices
 - b. Discuss the subject and predicate.
 - c. Discuss the meaning of the sentence.
- 


Building Complexity of Sentence Structure and Verb Voice

3. Have the student use a coordinating conjunction to make a compound sentence.
 - a. Use a variety of verb voices
 - b. Discuss the subject and predicate of each independent clause.
 - c. Discuss the meaning of the sentences together.
- 

Building Complexity of Sentence Structure and Verb Voice

4. Next, target a complex sentence.
 - a. Use a variety of verb voices
 - b. Discuss the subject and predicate of the independent clause.
 - c. Discuss the meaning of the sentence.
 - d. Discuss the meaning of the dependent clauses as it relates to the independent clauses.
- 

Building Complexity of Sentence Structure and Verb Voice

5. Next, target a compound/complex sentence.
 - a. Use a variety of verb voices
 - b. Discuss the subject and predicate of the independent clauses.
 - c. Discuss the meaning of the complete sentence.
 - d. Discuss the meaning of the dependent clauses as it relates to the independent clauses.
- 

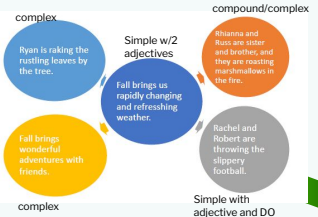
(Morpho)Syntax Strategies

Building Up Syntax

Pictures depicting a scene

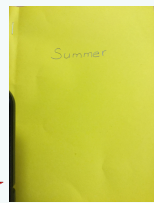


Write a Story



It's Fall

Fall brings us rapidly changing and refreshing weather. Ryan is raking the rustling leaves by the tree. Rhianna and Russ are sister and brother, and they are roasting marshmallows and hot dogs in the fire. Before they eat hot dogs, Rachel and Robert are throwing the slippery football. Fall brings wonderful adventures with friends!



Summer is fun. There are many great things to do.



Amy and Hello Kitty are eating ice cream. Amy is eating strawberry ice cream in an ice cream cone. Hello Kitty is also eating a strawberry ice cream cone.

It's a hot day, so Charlie is going swimming. He has a float that looks like a snake. He is wearing his goggles.



Everyone is hungry, so Daddy is cooking yummy hamburgers on the grill.

Expanding a Sentence through Questioning

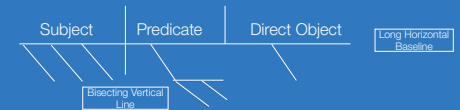
67

Who	The puppy (incomplete sentence but establishes the subject)	
What	The cute puppy sleeps (is sleeping, will sleep, slept, should have been sleeping etc.). (Complete independent clause) The cute puppy sleeps, and she snores. (2 independent clauses to form a compound sentence) (Complete sentence and establishes subject and predicate and adds an adjective)	

Expanding a Sentence through Questioning

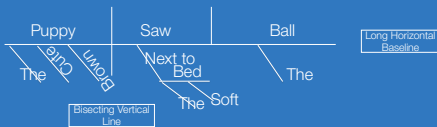
Where	The cute puppy sleeps, and she snores on her new bed. (Complex sentence with dependent clause at the end of the independent clause).	
When	At night, the cute puppy sleeps, and she snores on her bed. (Compound/Complex with dependent clauses before and after the independent clause)	
Why	At night, the cute puppy sleeps, and she snores on her bed because she is tired. (Compound/complex with 1 dependent clause before the independent clause and 2 after the independent clause)	

Diagramming Sentences



The cute brown puppy saw the ball next to the soft bed.

Diagramming Sentences



The cute brown puppy saw the ball next to the soft bed.

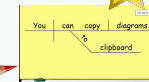
Diagramming Sentences



The cute brown puppy saw the ball next to the soft bed.

Websites & Apps

Microsoft Sentence Diagrammer
\$1.99 a month or 11.99 a year



Jumbled Sentences

Write words on cards and have the students arrange them to form complete simple sentences. As with the modeling exercise, read the sentence and ask whether it makes sense. Students sometimes hear a syntax error that they do not see.

1. Tomorrow shopping. go I will
2. The sky. brightly sun the in shines
3. come to Do party? you want to my

Sentence Combination

1. Strong (1986) and Saddler (2012, 2013) instruction should be interactive, explicit, and scaffolded.
2. Research through meta-analyses (e.g., Graham & Perin, 2007; Graham et al., 2015; Hillocks, 1986) and a systematic review (Andrews et al., 2006) has established Sentence Combination as a credible, valid method of improving writing quality in comparison to traditional grammar instruction.

Breaking Down Syntax

Example: Narrative Development and Syntax Together

"I didn't understand what exactly Dallas Cowboy Cheerleaders were, but on a tv show, I'd seen all girls wanted to be one."	9
It means ... well, that Tammy's mother can't take care of her right now, so the Anderson's took her in."	27
"When we do something bad, all he does is make us stand in the corner for five minutes."	31
"At least when I was playing a game, I knew the rules."	51
"Can I start you with some purple milk or pickle juice?"	61



Syntax Resources





Reflection

1. How will you systematically increase verb voice and clause structure to increase auditory and reading comprehension?
2. How will you support students in breaking down complex morphosyntactic sentences to increase comprehension?

Conclusion

Morphosyntax is critical for auditory and reading comprehension. Verb voice and clause structure will significantly impact comprehension.

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Vocabulary

Oral vocabulary refers to words that we use in speaking or recognize in listening.

Reading vocabulary refers to words we recognize or use in print.

What is Included in Vocabulary

- *Structure (morphology).
- *Use (grammar).
- *Meanings (semantics), and
- *Links to other words (word/semantic relationships).

Semantic Relationships Include

groups, emotions,
antonyms/synonyms,
connotations (i.e.: young/childlike),
homophones (i.e.: suite/sweet),
homographs (i.e.: read/read),
homonyms (i.e.: trunk, bat)



Beck, McKeown, and Kucan (2002) provides us a systematic way to view and target vocabulary. They go onto state that students need to develop an **interest in and awareness of** words to adequately build their vocabulary.

How do we spark this interest?



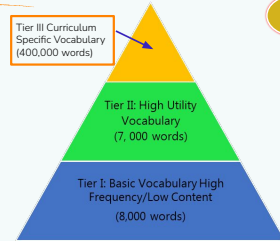
The Three Tiers (Beck, McKeown, & Kucan, 1998/2002/2013)

Tier III Curriculum Specific Vocabulary (400,000 words)

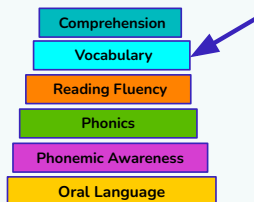
Tier II: High Utility Vocabulary (7,000 words)

Tier I: Basic Vocabulary High Frequency/Low Content (8,000 words)

72



A Building Block for Literacy



Nagy & Anderson (1984) state that by 4th grade, the struggling reader is faced with increasing reading comprehension demands that includes exposure to thousands of unfamiliar words.



The Evidence

75

1. In a study of 8 year old children with poor reading comprehension, Nation et al (2004) found that when compared to children in the control group, those with poor reading comprehension demonstrated **deficits in the language areas of semantics and morphosyntax.**



The Evidence

2. According to Beck and McKeown (1991/2001), **5 to 6 year old** have a working vocabulary of **2,500 to 5,000 words.**
3. Most children **begin first grade** with about **6,000 words** of spoken vocabulary. They will learn **3,000 more words per year through third grade** with only about **400 of those words directly taught.** They gain approximately **36,000 more by 12th grade.** (Chall, 1987, Gunning, 2004/2013; Stahl & Stahl, 1999)



4. 80% of everyday speech consists of only 5,000- 7,000 words (Nagy & Anderson, 1984)

List of Words:

<https://qonaturalenglish.com/1000-most-common-words-in-the-english-language/>

http://infoenglish.info/3000_most_common_words.pdf



5. First grade vocabulary predicted students' reading achievement their junior year of high school (Cunningham & Stanovich, 1997).

First grade to junior year



6. Because children with weaker vocabularies are less likely to learn new words from incidental exposure than children with larger vocabularies, "teachers" need to provide more explicit vocabulary instruction for children with smaller vocabularies (Nicholson and White, 1992; Robbins and Ehrin, 1994; Senechal, Thomas, and Monker, 1995).



7. Students with learning disabilities should be provided with (1) explicit vocabulary instruction, (2) repeated exposures to novel words, (3) sufficient opportunities to use words in activities such as discussion and writing, and (4) strategies to help determine word meanings independently (Farstrup & Samuels, 2008; O'Conner, 2007).



8. Teaching vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning (National Reading Panel, 2000).



Resources for Word Lists



Resources for Word Lists

Great Schools Vocabulary Words 1st-12th Grade
This resource provides Tier II words to support academic content.

<https://www.greatschools.org/gk/articles/vocabulary-words-for-1st-through-12th-graders/>



Resources for Word Lists

Marzano's Tier I Vocabulary
<http://soltreemrls3.s3-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/List-of-Tier-1-Basic-Terms.pdf>



Marzano's Tier II Verbs

<https://soltreemrls3.s3-us-west-2.amazonaws.com/marzanoresources.com/media/documents/reproducibles/vocab-common-core/numberofcognitiveverbsineachtier2category-MR.pdf>

Marzano's Tier II Vocabulary by Subject Area

<https://www.sealyisd.com/common/pages/DisplayFile.aspx?itemId=2339209>



Wagner (no date) (Provides an anchor word and then synonyms to that word throughout the Common Core State Standards)

https://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Vocabulary_Terms.pdf



TEXT TALK LESSONS

CREATED BY
UTAH READING FIRST EDUCATORS

1. A BAD CASE OF STIFFS

Read the story. Then answer the questions.

1. Why is the boy stiff?

2. How does he feel?

3. What does he do to feel better?

4. How does he feel now?

5. How does he feel now?

6. How does he feel now?

7. How does he feel now?

8. How does he feel now?

9. How does he feel now?

10. How does he feel now?

TABLE OF CONTENTS

1. A Bad Case of Stiffs
2. A Bad Case of Stiffs
3. A Bad Case of Stiffs
4. A Bad Case of Stiffs
5. A Bad Case of Stiffs
6. A Bad Case of Stiffs
7. A Bad Case of Stiffs
8. A Bad Case of Stiffs
9. A Bad Case of Stiffs
10. A Bad Case of Stiffs

<http://vocabularyinstruction.weebly.com/uploads/3/4/3/2/31326431/texttalklessons.pdf>



Number of Exposures Needed to Learn a New Word

Level of Intelligence	IQ Required	Exposures
Significantly Above average	120-129	20
Above average	110-119	30
Average	90-109	35
Slow learner	80-89	40
Mild cognitive impairment	70-79	45
Moderate cog impairment	60-69	55

Gates, 1931 and McCormick, 1999



- Students with **language impairment require more exposures** to learn a novel word than their typically developing peers (Gray, 2003).
- During interactive book reading, researchers found that children with language impairment **required 36 exposures of a word to demonstrate robust word learning** (Storkel Voelml, Fierro, Flake, Fleming, Swinburne Romine, 2017).



- Even after extensive slow mapping (semantic representation of a novel word), verbal children with **language impairment have poorer semantic representations** that contribute to an increase in naming errors (e.g., McGregor, Newman, Reilly, & Capone, 2002).



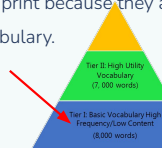
Tier I Vocabulary: Reminder

Students entering first grade should have about **6,000 spoken words** (Chall, 1987, Gunning, 2004; Stahl & Stahl, 1999). The gap for our students will continue to widen without direct and systematic intervention.



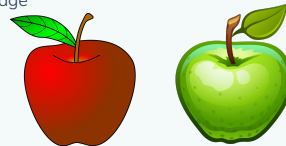
Here We Go: Tier I

- Approximately 8,000 words at this level
- Students learn to identify or decode with instruction
- They learn to identify them in print because they are already in their speaking vocabulary.



Decreased Tier I Vocabulary Leads to A Lack of Prior Knowledge

This common sense/world knowledge is vital for simple facts and to build upon for background knowledge



Tier I Basic Vocabulary

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Colors (in order)	Spatial Concepts (in order)	Quantity (in order)	Adjectives:				Location
			Quality	Shape	Weight/ volume		
orange	on	one		square	big/ little	top/ bottom	
green	in	two	open/closed	round	empty/ full	outside/ inside	
yellow	on top	three	dirty/clean	oval	tall/ short	in front/ behind	
blue	up	four	hard/ soft	rectangle	fast/ slow	heavy/ light	
black	off	five	old/ new	octagon	large/ small	up/ down	
white	front	zero/ nothing	wet/ dry	hexagon	wide/ narrow	there/ here	
orange	back		used/ new	heptagon	thick/ thin		
pink	behind		rough/ smooth		heavy/ light	under/ over	
purple	beside		noisy/ quiet			first/ last	
red	next to		noisy/ quiet			above/ below	
	middle	all/ none	weak/ strong			through/ around	
	under	one/ I more	dark/ light			left/ right	
brown	over	half/ empty	straight/ crooked				
grey	above	half/ whole					
	below	less/ more					
	around						
	through						



Adjective: Emotion	Basic Nouns	Verbs (in order)	Pronouns (in order)	Time	Sight Words
good/had	book	eat	I	finished/start	Dolch Words
happy/sad	boy	bite	me	night/day	Fry Words
mad	girl	kiss	you	first	
ngh/pretty	house	go	he	second	
love/hate	car	open	she	fast/slow	
weak/strong	mother	fall	his	young/old	
	father	ing	hers	near/far	
		stop	it	early/late	
		come	they		
		run	hers		
		walk	his		
		jump	theirs		
		play	my		
		street	mine		
		slide			



List of Dolch words: <http://www.dolchword.net/dolch-word-list-frequency-grade.html>

List of Fry words: <https://sightwords.com/sight-words/fry/>

Resources

Concept Development Milestones by Age

Colors

Parts of Speech (Owens and Pavelko, nd)

www.sugarlanguage.org

Development of Tier I Vocabulary

Prepositions

- Examples of spatial prepositions: above, across, against, along, among, around, at between, behind, below, beneath, beside, by, in, inside, into, near, next to, off, on onto, over, opposite, under, underneath, etc.
- Examples of temporal prepositions: after, around, as, before, between, by, during, for, past, since, until, with, etc.

Development of Tier I Vocabulary

Prepositions

By 24-months, children have the ability to respond appropriately to a variety of vertical spatial terms (e.g., in, on, on top, up).

By age 36-months, children have the ability to respond to horizontal spatial terms (e.g., front, back, behind).

Development of Tier I Vocabulary

Prepositions

By 42 months, most are able to respond to horizontal, side-to-side spatial terms (e.g., beside, next to, middle) prior to utilizing these terms expressively (Chappell & Bronk, 2016; Owens, 2014).

Development of Tier I Vocabulary

Adjectives

1. According to Dr. Robert Owens (2010), adjectives develop in children's verbal language in the following order:

Size, color, shape, length, temperature, height, width, age, taste, odor, attractiveness, time, speed, texture, affect, and distance.

Development of Tier I Vocabulary

Adjectives

2. According to Ricks and Alt (2015), children first begin to use adjectives at about 2 years 4 months of age. This information tells us that adjectives can be taught and understood, preceding this point in a child's language development (Ricks & Alt, 2015).

Examples of Adjectives and How to Use Them

<https://examples.yourdictionary.com/examples-of-adjectives.html>



Development of Tier I Vocabulary

Pronouns

1. "I and me," should be targeted first followed by "you." These pronouns should be taught separately, to (a) avoid confusion, and (b) prevent frustration that may occur if the activity involves taking turns or sharing items (Owens, 2010)

Resource: Saltillo Chat Corner "All About Me and You"

<https://saltillo.com/chatcorner>



Development of Tier I Vocabulary

Pronouns

2. One pronoun should be targeted at a time until the child demonstrates understanding and use of all three forms (Owens, 2010)



Development of Tier I Vocabulary

Numbers

Pixner, S., Dresen, V., & Moeller, K. (1AD, January 1). Differential development of children's understanding of the cardinality of small numbers and Zero. *Frontiers*. Retrieved March 24, 2022, from <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.01636/full>



- Children acquire the cardinal meaning of one (22-24 months which is also about the same time as plurals Barner, et al 2007) while all other numbers are simply considered larger than one (e.g., Sarnecka and Carey, 2008)
- After the five-knower level has been reached, most children show a change in their further development of understanding the cardinal meaning of number words. (Sarnecka and Carey, 2008).



- At the age of around **three-and-a-half** years, children usually master the significance of cardinality by realizing that a set of **five** objects, labeled with the number word five, can also be counted one, two, three, four, and five (Mix, 2009).
- At the age of **5 to 6** years, at the end of preschool, however, most children understand that **zero** is a numerical concept and do correctly identify it as the smallest natural number (Wellman and Miller, 1986).



Development of Tier I Vocabulary

Emotions

Empirical studies show that children use emotional terms from the age of two (Izard & Harris, 1995; Michalson & Lewis, 1985; Ridgeway, Waters, & Kuczaj., 1985).

Between 3 and 5 years, children start to name basic emotions (Denham, 1998; Harris, 1989).



Development of Tier I Vocabulary

Emotions

Between 4 and 11 years, emotion vocabulary seems to double every second year, reaching a plateau between 12 and 16 years (Baron-Cohen et al., 2010; Nook et al., 2020).

Additionally, in a recent study, Nook, Sasse, Lambert, McLaughlin, & Sommerville. (2020) showed that the level of "abstractness" of definitions of emotion words continues to mature up until age 18.



Development of Tier I Vocabulary

Verbs

At least 28 common verbs by 27 months (Hadley et al 2016).



Development of Tier I Vocabulary

Verbs

2. The most common verbs reported include eat, go, bite, kiss, open, hug, fall, walk, help, and sleep" (Hadley, et al. 2016, p. 181).



Development of Tier I Vocabulary

Verbs

4. In typically developing verbal toddlers, "children's spontaneous production of **lexical (main) verbs at 24 months was the best lexical predictor of grammatical complexity 6 months later**" (Hadley, Rispoli, M., & Hsu, 2016, p., 54).



Ways to Increase Tier I Vocabulary

80

Story-based vocabulary instruction is the only proven method of increasing vocabulary in primary grades. This involves reading books **aloud two or more times** and **explaining some word meanings** on each reading. Children can acquire 8–12-word meanings per week at school-enough to maintain average vocabulary gains during the primary years (Biemiller & Boote, 2006)



Biemiller and Boote (2006) also found that repeated reading of a storybook resulted in greater average gains in word knowledge by young children. The researchers found that students made an average gain of 12% compared with the control group (children who only heard the story once). An additional 10% gain occurred when word explanations were taught directly during the reading of the storybook.



Children who read at least 20 minutes a day outside of school experience substantially higher rates of vocabulary growth between second and fifth grade than children who do little or no reading (Anderson & Nagy, 1992).



Overall Strategies for Story Based

Frequent Reading

- ✗ Books in primary language
- ✗ Read straight through the first time
- ✗ Read and reread the same book
- ✗ Ask clarifying questions



Overall Strategies for Story Based

- ✗ Review the vocabulary **after** reading
 - Beck, McKeown, and Kucan (2013) promote vocabulary activities after a story
 - Teachers can briefly explain while reading any words that need clarifying for comprehension
 - Words for vocabulary building will be unfamiliar and the context will support reference for teaching



Overall Strategies for Story Based

- ✗ Build in Tier II words that may not be included in the story. For example: The kind man fed the kitten. Other words for kind from Tier II: affectionate, compassionate, considerate, courteous
- ✗ Coordinate with classroom activities to increase exposure



Look for Words from Each Tier

Tier I: knock(ed), cry (cried), I, will, not

come, out, warm

Tier II: frog, toad, beautiful, snow pants, sled, tree, rocks, awful

Tier III: winter, spring, world

Possible New Tier II based on Tier I

Knock - bang, rap

Cry - weep, whimper, sob

Warm - summery



Choose the First 3-5 Words to be Targeted

Vocabulary Story Boards

Custom boards by Smarty Ears app

Resources

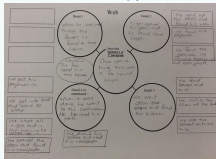
Core First Books and Lessons

<https://www.tobiidynavox.com/products/core-first-lessons?tab=0>

Salttillo Chat Corner/Word Power Supports (53 books and stories)

<https://salttillo.com/chatcorner>

- After story time, students write a story and/or draw a picture to go along with the book.
- Discuss the picture (with targeted vocabulary)



Dolch and Fry Word Boards

Custom boards by Smarty Ears app

Build high frequency words around targeted words for reading and writing success

I am crying **because** she **will not** knock.
 I knocked on **the** green door, **so** she **would let** me in.



Tier I Summary

For students without language disorders, Tier I words are typically learned incidentally and do not need direct instruction. For students who require additional support, these words may need to be directly targeted to build world knowledge to then add to background knowledge.



Bridge from Tier I to II and III









Multiple Meaning Words (homonyms)

112

- Developmental Order
- Functional:
- Early Elementary
- Late Elementary
- Secondary



Multiple Meaning Words (homonyms)

 bat	 bat
 trunk	 trunk
 trunk	 trunk



Multiple Meaning Word Search

Directions: Find the words for each description below. Each word will occur twice.

Something you do with a car when you are done driving it.	A dish that holds cereal.
A place where people play.	What is done with a ball down a lane toward pins.
A part of a branch or tree.	A metal container that holds food.
What you do with glue and tape.	Being able to do something.
A visit or a vacation.	Another word for trip over something.
Another word for fall over something.	The season that comes after summer.
The front of your head.	A rodent chased by cats.
When you turn to look at something	A computer part that controls the cursor.

c	a	n	p	a	r	k	b	m	z
q	m	f	a	c	e	h	o	o	s
o	a	r	j	z	s	w	u	t	
p	u	i	k	b	r	t	i	s	i
t	s	j	b	t	r	i	p	e	c
r	e	i	o	z	a	c	a	n	k
i	g	u	w	v	k	x	w	m	
p	f	a	i	i	z	f	a	c	e



Look, Match, & Say

This strategy is adapted from the Down's Education Curriculum See and Learn Language and Reading

<https://www.seeandlearn.org/en-us/language-and-reading?qa=2.206481370.894025080.1648732024-187900243.1648732024>

Look, Match, & Say

Start with high interest words

** Could do specific boards for verbs, prepositions, pronouns, etc

Teach category Dolch and Fry Words

Build high frequency/low content around the known words

Look, Match, & Say

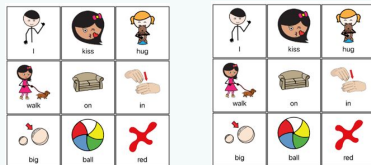
Goals

- Provide a visual representation to aid in retrieval
- Concentrate on high content words
- Build low content, high frequency words (Dolch and Fry words) that students have difficulty retrieving around the high content words

Look, Match, & Say: Example Tier I

Step 1: Match Picture to Picture

87



Custom boards by Smarty Ears app

Look, Match, & Say: Example Tier II

Step 1: Match Picture to Picture



Custom boards by Smarty Ears app

Look, Match, & Say: Example Tier III










Step 1: Match Picture to Picture



Custom boards by Smarty Ears app

Look, Match, & Say

Step 2: Match Word to Picture

		
I	kiss	hug
		
walk	on	in
		
big	ball	red

Look, Match, & Say

Step 3: Match Word to Word

red	in	hug
ball	on	in
big	walk	I

Look, Match, & Say

Step 4: Use the Word Cards as Flashcards

Step 5: Build High Frequency/Low Content Words around the High Content Words

Use the words from Step 1-4 to put into sentences.

Add Dolch or Fry words.

Examples

The dog is by the mailbox.

The dog is in the wagon.

Sparky! Your mother and I are shocked at your current behavior! Until you learn to conduct yourself properly, you're grounded!

Tier II & Tier III

89

Tier II High Frequency Words

- Approximately 7,000 words that occur in mature language situations and literature
- Important for reading comprehension
- Contains multiple meaning words
- Used across a variety of environments
- Descriptive words
- Our speaking and reading vocabulary
- Affixes and root words should be taught for Tier II as well. Examples: describe, explain, analyze, compare, contrast, review, comment, summarize

Tier III Low Frequency Content Specific

- Approximately 400,000 words
- Academic subjects
- Hobbies
- Occupations
- Geographic regions
- Technology
- Weather

Determining a Tier II Word

Beck, McKeown, & Kucan (2013)

1. What is the importance and utility for the student?

Are they frequently used across a variety of domains?

The four seasons are salt, pepper, mustard and vinegar. - from Kids Say the Darndest Things

Determining a Tier II Word

Beck, McKeown, & Kucan (2013)

2. Does the word have instructional potential? The word offers a variety of contexts and uses to explore. For example: Draft

- a. a current of air into an enclosed space.
- b. a version of a document, plan, or drawing. (A rough draft of a paper)
- c. a military draft. (It can also be a verb: To be drafted).
- d. a sports draft. (To allocate players to a team)



3. Does the student already have a way to express the concepts (conceptual understanding) represented by the word?

4. Would students be able to explain the word using words they already know?

For example: The student knows the word "build". By teaching create, compose, construct student can use high utility words for the same word



Targeting Tier III Words

Teaching for content vs. vocabulary

Targeting Tier III may focus on content knowledge rather than vocabulary instruction and building due to the small utility and context that the words are used.



Tier II and III Vocabulary Instruction

90

1. Must encounter words in context more than once to learn them
2. Explicit instruction enhances learning those words
3. User friendly definition
4. Associate an image
5. **Direct vocabulary instruction works!**



Strategies



Explicit Instruction

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Reminder: Morphology and Vocabulary



Morphology and Vocabulary

From:
<https://www.almanac.com/funny-malapropisms>

If you wish to submit a recipe for publication in the cookbook, please include a short antidote concerning it.



Morphology Link to Semantics

If a student knows the meanings of affixes and roots, they can figure out new words that includes these affixes and/or roots.



Lesson for Today

Today's prefix re

Meaning - prefix attached to verbs, nouns, and adjectives meaning to do again

Or

Go back: (ie: recall)



jot down all of the words that you know that can be used with the prefix re-

Write it down with re- added
le: renew



re

renew	reread	reject: throw 'back'
refold	reenter	recede: move 'back'
remake	recalculate	reduce: lead 'back'
redo	rebuild	reflect: bend 'back'
rearrange	rediscover	return: turn 'back'
readjust	rewrite	revert: turn 'back'
rebuy		



Steps to Teaching Vocabulary through Morphology

1. Teach most common affixes first
2. Check curriculum material
3. Teach the meaning of the affix alone first
4. Apply to a familiar word
5. Apply to novel words/roots
6. Provide enough exposure to learn the affixes and new words



Marzano's 6 Step Approach

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*****Students have a vocabulary notebook

1. Provide a description, explanation, or example of the word

Example: Loneliness - unhappiness that is felt by someone because they do not have any friends or do not have anyone to talk to (Collins COBUILD Dictionary online)



Marzano's 6 Step Approach

*****Students have a vocabulary notebook

2. Ask students to restate the definition in their own words

Example

My loneliness is due to moving to a new school and not knowing anyone.



Marzano's 6 Step Approach

*****Students have a vocabulary notebook

3. Ask the students to construct a picture, symbol, or graphic representation



Marzano's 6 Step Approach to Teaching

4. Engage students in activities to increase knowledge

Example/Nonexample (Beck, McKeown, and Kucan, 2013)

Does this example illustrate the targeted word? why or why not.

Directions:

If I say something that shows loneliness, say loneliness. If it does not, do not say anything. Then answer why it is an example.

Loneliness

She does not have many friends (not having friends would make you unhappy).

The man lived by himself.

The group invited me to go to the ballgame with them.



Marzano's 6 Step Approach to Teaching

New Vocabulary

5. Periodically discuss the terms

Inside/Outside Circle

To learn new vocabulary, students are given a word that they have to describe to their circle partners. Using the descriptions, the partner must guess the word that is being described.



Marzano's 6 Step Approach to Teaching

6. Engage in games to practice the terms



How to Choose Tier II Words

Beck, McKeown, and Kucan (2013)

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- Importance and utility: appear frequently across a variety of domains.
- Instructional potential: Words that can be worked with in a variety of ways and connections to other words and concepts.
- Conceptual understanding: Words for which students understand the general concept but provide precision and specificity in describing the concept.

How to Choose Tier III

- Choose words specific to the area of study such as social studies or science unit.
- Choose words from specific areas of study that can build background knowledge to be built upon from year to year or subject to subject.
- Choose words that may have a different meaning as a Tier II Word. Target both the Tier II and Tier III meaning together.

Specific Strategies

Larry Bell's

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12 Powerful Words

POWER WORD	MEANING
Trace	List in steps
Analyze	Break apart
Infer	Read between the lines
Evaluate	Judge
Formulate	Create
Describe	Tell us about; Use details
Support	Back up with details
Explain	Tell how
Summarize	Give me the short version
Compare	All the ways they are alike
Contrast	All the ways they are different
Predict	What will happen next

<https://youtu.be/4-yERHSS2i4>

Knowledge Rating Scale

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Word	Know It Well (4)	Seen or Heard It (2)	Have No Clue (1)	Recognize it in context as having something to do with (3)	What It Means

Stages proposed by Dale (1965) and updated by Beck, McKeown, and Kucan (1987/2013)

Stage 1: No knowledge

Stage 2: Seen it or heard it (General sense ie: liberty is good)

Stage 3: Recognize it as having something to do with (need context to recall)

Stage 4: Know it well

Fruyer Model: Steps

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Vocabulary Worksheet

Name: _____ Class: _____ Score: ____ / ____

Definition Facts/Characteristics		Picture
○		
Synonym		Antonym

Use in a Sentence:

Fruyer Model: Steps

Vocabulary Worksheet

Name: _____ Class: _____ Score: ____ / ____

Definition Facts/Characteristics		Picture
to study something in detail in order to understand or explain it.		
○ analyze		
Synonym		Antonym
Examine, study, breakdown, take apart		Ignore, discount

Use in a Sentence:
We analyzed the story elements, so we could write a summary.

Example: Putting the Pieces Together

Using the fiction from the classroom

Tier II Vocabulary

Knowledge Rating Scale

Fruyer Model

Word	Tier	Def	Syn	Ant	Image	Knows Def	Knows Syn	Knows Ant	Knows Image



Teaching Highly Occurring Words from State Academic Standards

Wagner (nd) provides an anchor word with synonyms from the Common Core State Standards. Words such as add to, arrange, collaborate, compare/contrast, create, decide, define, elaborate, evaluate, execute, explain, etc. could be targeted for vocabulary and then used for the synonyms that go with each word.

https://www.wagnerhigh.net/pdf/Tier_2%20AND%20Tier%203_Common%20Core_Volcabulary_Terms.pdf

Using the Fruyer Model to Target Anchor Words and Synonyms

Definition Facts/Characteristics		Picture
Something that goes together		
○ link		
Synonym		Antonym
Compare, connect, match, similar, associate, classify		Different, go against

Sentence:
An apple and a banana are linked together because they are both fruits.


From Wagner's list for compare/contrast

Definition Facts/Characteristics		Picture
How something is the same or almost the same		
○ compare		
Synonym		Antonym
Connect, link, match, similar, associate, classify		Differ, go against

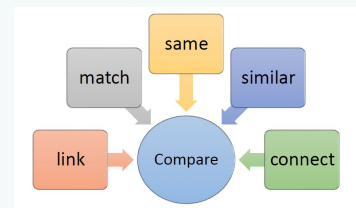
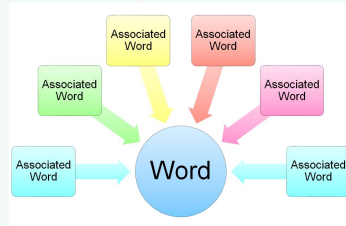
Sentence:
I compared a green apple to a red apple. They are the same because they are both fruits and apples.

Sentence Frames

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Word	Meaning	Examples (provides different contexts)
Compare	A verb that means that something is similar or the same. Connect, link, match, similar	I compared Shannon and Adrienne in Real Friends.
Question: How would you create a colonial village in Minecraft? Sentence Frame: They are the same because they are both in the 3 rd grade. They like to play make believe. They are different because Adrienne is easy going, very smart and popular.		
Picture 		

Building Vocabulary Connections



Use Word Clouds


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<https://wordart.com/create>



Tier II to Tier III

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Terms/Phrase/Word		point
Common Use of the Word		Curriculum Based Usage
The thing you are trying to say		A position on a line, a drawing or a map
Sentence Using Terms		
General Use:		Curriculum Use:
The point of the story is that I don't want to go.		Point A is on the line.
Meaning		
<input type="checkbox"/> Same <input checked="" type="checkbox"/> Different		
Picture		

Identifying Unknown Vocabulary from Listening and Reading

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Identifying Unknown Vocabulary from Listening and Reading

Research has shown that children who read at least **20 minutes a day outside of school** experience substantially higher rates of vocabulary growth between **second and fifth grade** than children who do little or no reading (Anderson & Nagy, 1992).



Identifying Unknown Vocabulary from Listening and Reading

Student Choice
Reading, writing, drawing, reflecting
Sharing

Twice a week (or more) 20-30 minutes



Identifying Unknown Vocabulary from Listening and Reading

81st percentile in vocabulary achievement, compared to the 50th percentile for students who do not take part (Marzano, 2004).



Conditions for Students to Learn Through Context

1. Student must read widely enough to encounter a substantial number of unfamiliar words.
2. Students must have the skills to infer word meaning information from the text they read.



Other Issues...

- Many contexts are not informative for deriving words from the context due to the author's purpose of telling a story not to convey meaning of new words.
- Text can be separated into four categories



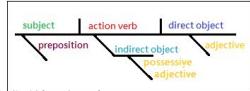
- a. Misdirective Context – may direct student to the incorrect meaning of the word.
- b. Nondirective Contexts – offers no assistance in directing the reader toward a meaning.
- c. General Contexts – provides enough information to place a word in a general category.
- d. Directive Contexts – leads the student to the correct meaning of a novel word.



Strategies for Vocabulary Instruction in Context

Understand the part of speech

Identify its relationship with other words in the sentence



The paper towel reabsorbed the liquid from the surface.
Reabsorb: re is a prefix that means again; absorb is a verb that means to take in.
The paper towel took in the liquid again.

Finding Morphemes

About 60 % of the novel words a reader will encounter are morphologically complex (Angelelli, Marinelli, & Burani, 2014).

Directions

1. Find the morphed words in the paragraph.
2. Talk about what they mean and how the student figured that out using morphemes and other information in the passage.

Dinosaurs

The name dinosaur means "very terrible lizard." Even though no human being has ever seen a real live dinosaur, we know a lot about them. Many dinosaur bones, teeth or fossils have been found all over the world. Fossils are impressions or marks made in rocks by bodies of animals or plants that died long ago. From the evidence of these fossils, scientists have figured out how dinosaurs looked, how they moved and what they ate. There were many different kinds of dinosaurs. Some were enormous. Some were very small. Some ate plants so they were herbivorous. Others were ferocious meat eaters that were carnivorous.

Use to Target SSD
/s/ and /z/

Generalization

Dinosaurs

The name dinosaur means "very terrible lizard." Even though no human being has ever seen a real live dinosaur, we know a lot about them. Many dinosaur bones, teeth or fossils have been found all over the world. Fossils are impressions or marks made in rocks by bodies of animals or plants that died long ago. From the evidence of these fossils, scientists have figured out how dinosaurs looked, how they moved and what they ate. There were many kinds of dinosaurs. Some were enormous. Some were very small. Some ate plants so they were herbivorous. Others were ferocious meat eaters that were carnivorous.

Example: What helps you understand the meaning of "herbivorous?"

1. The -ous ending makes in an adjective.
2. The base word "herb" may mean a plant or something you eat, like herbs from a garden.
3. The sentence says that they ate plants SO they were herbivorous, so it must have to do with eating plants.

Resources

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Resources



Choosing Words to Teach

By: Isabel Beck,
Margaret McKeown,
Linda Kucan

Activity: Choose 3 words to target and why

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Excerpt from Osborne, Mary Pope. The One-Eyed Giant (Book One of Tales from the Odyssey). New York: Disney Hyperion, 2002. (2002) From Chapter Five: "The One-Eyed Giant"

Considerations:

1. Does the student have any familiarity with the concept or the word?
2. Does the word need to be targeted as vocabulary or just for comprehension of the paragraph?
3. Is it high utility?

A hideous giant lumbered into the clearing. He carried nearly half a forest's worth of wood on his back. His monstrous head jutted from his body like a shaggy mountain peak. A single eye bulged in the center of his forehead. The monster was Polyphemus. He was the most savage of all the Cyclopes, a race of fierce one-eyed giants who lived without laws or leader. The Cyclopes were ruthless creatures who were known to capture and devour any sailors who happened near their shores.

Applying Marzano's 6 Steps

Step 1: Develop a User Friendly Definition

1. Capture the essence of the word (what is its role and what is communicated by the word?)
2. Explain in everyday language
3. Make sure the definition conveys the real meaning

From onelook.com ****

Hideous - really ugly might make you feel afraid
Lumbered - walked slowly because he was big and heavy
Monstrous - very large and often ugly or frightening

Step 2: Student Restates

The hideous monster with one eye, long ratty fur, and long claws roamed the streets of the town.



Step 3: Nonlinguistic Representation



Step 4: Periodic Activities

Example/Nonexample

The pretty picture is hideous.

The hideous monster rose from the lake.

Her sister wore a beautiful satin suit which was hideous.



Step 5: Discuss Terms Among Students

Inside/Outside Circle

To learn new vocabulary, students are given a word that they must describe to their circle partners. Using the descriptions, the partner must guess the word that is being described.



Word Associations

Students are asked to associate a novel word with a familiar word.

Word List

Novel Words	Meaning	Synonyms
Hideous	really ugly	Unightly, gruesome, monstrous
Lumbered	walked slowly because he was big and heavy	Shuffle, waddle, plod, thump
Monstrous	very large and often ugly or frightening	Grotesque, hideous, ghastly

Which word goes with afraid (hideous)

Which word goes with walking slowly (lumber)

Which word goes with very large or frightening? (monstrous)



Step 6: Periodic Games

Have You Ever...

Have you ever seen anything that is hideous?

Have you ever seen someone lumber?

Which Would You Rather...

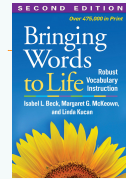
Would you rather see something hideous or someone lumber?



Conversation Competition

Word List

Early Elementary	Elementary Students	Middle/High Students
clearing carried forest monster forehead capture	lumber worth monstrous juttud bulged fierce	hideous savage ruthless devour



Choosing Words to Teach
By: Isabel Beck, Margaret
McKeown, Linda Kucan

TEXT TALK LESSONS

CREATED BY
UTAH READING FIRST EDUCATORS

One Look Dictionary
www.onelook.com

Collins COBUILD
<https://www.collinsdictionary.com/us/>

Longman Dictionary
<https://www.ldoceonline.com/>

Tier II and Tier III Summary

There is significant importance in targeting Tier II words for auditory and reading comprehension as these are the words of high utility used in mature language. Unless Tier III words are high utility for a student based on interests, Tier III will often be targeted for understanding content but not necessarily for explicit vocabulary instruction.

? for Tier II & III

Tier II and Tier III Summary

High utility vs. Needed for Understand Content

Use High Utility Words to Target SSD

Text Comprehension: Supralinguistic Skills

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Problem Solving Skills:

Main idea & supporting details,
Understanding figurative language,
Reasoning,

Making inferences and predictions
Using and revising background knowledge
(relational reasoning).

Skillful Readers

Skillful readers pay no conscious attention to the way words are written - they do not sound out each word or dissect the composition of a paragraph. (Wallach, 2008) Rather, they are interested only in gaining an understanding of the writer's message.

Skillful Readers

Supralinguistic skills can be defined as the ability to reason through and understand complex language in which meaning is not directly available from lexical or grammatical information.

Monitoring Comprehension

Students with good comprehension can:

- Know when they understand and when they don't
- Have strategies to fix up problems in their understanding as the problems arise.

Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Metacognition

"Thinking about thinking" that enables one to of reflect on and consciously ponder information both oral and written language. Good readers use metacognitive strategies to think about and have control over their reading.

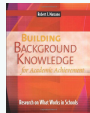
- Before reading, they might clarify their purpose for reading and preview the text.
- During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text, and "fixing up" any comprehension problems they have.
- After reading, they check their understanding of what they read.

Comprehension monitoring, a critical part of metacognition, has received a great deal of attention in the reading research.

For students who struggle, explicit instruction is needed.

Building Background Knowledge

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From Marzano (2004)

- Always base new information on what the student should already know.
- Preteach/prelearn information. This will increase overall comprehension when the information is presented in class.

Direct Approaches

1. Provide academically enriching out of class experiences, particularly for students whose home environments do not do so naturally.

Indirect Approaches

1. Design field trip/outdoor activities within the school
2. Implement a program of direct vocabulary instruction that focuses on the terms and phrases that students will encounter in their academic subjects.
3. Implement elementary, middle, and high school Sustained Silent Reading that focuses on nonfiction and fiction materials in a variety of forms, information from the Internet.

Students who participate in sustained silent reading programs for more than a year, score in the 81st percentile in vocabulary achievement, compared to the 50th percentile for students who do not take part (Marzano, 2004).

Relational Reasoning

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. Relational reasoning is the ability to perceive similarities and dissimilarities in information encountered and to extract meaningful patterns consequently (Alexander, 2016). It is a metalinguistic skill that is necessary for processing auditory and reading comprehension, thus, learning.

Four Constructs: Relational Reasoning

- analogical reasoning (similarities),
- antithetical reasoning (differences),
- anomalous reasoning (unexpected or abnormal),
- antinomous reasoning (what it is not).

Analagical Reasoning

Identify similarities in information, ideas, concepts or events



Analagical Reasoning: Therapy Strategies

Target similes and metaphors

- Find similes and/or metaphors that compare something the student knows to something the student may not know,
- Use literature, song lyrics, and slogans

- Chevrolet: Built Like A Rock
- Doritos: Tastes Like Awesome Feels
- State Farm: Like A Good Neighbor

ie: Would you rather have a Chevrolet or a Honda

Chevrolet: Built Like a Rock Honda: The Power of Dreams



Use familiar topics to build new information.

- Student use Minecraft to learn about sustainable energy
- Student uses Minecraft to build a colonial village

<https://education.minecraft.net/en-us/homepage>



Analagical Reasoning: Therapy Strategies

- Use familiar topics to build new information.
- Student use Minecraft to learn about sustainable energy
- Student uses Minecraft to build a colonial village



Antithetical Reasoning

Identify contrasting positions. "Myside" bias often comes into play



Antithetical Reasoning: Therapy Strategies

Justifying a Position

Examples

- ✗ Fast food containers hurt the environment.
- ✗ Plastic straws are harmful to the environment..
- ✗ Dogs are better pets than cats.



Therapy Strategies for Analogical and Antithetical Reasoning

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Compare and Contrast Chart

readwritethink.org

Item #1

Item #2

How are they alike?

How are they different?

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Anomalous Reasoning

identify an unexpected or abnormal occurrence that departs from an established pattern (Schulz, Goodman, Tenenbaum, and Jenkins, 2008).

By flying a kite, what did Edison discover?
(It was not Edison but Franklin)



Judging Credibility of Information

More than 80% of middle school students believed an advertisement denoted by the label of "sponsored content," but posing as news, was a real article.

Only 9% of high school students taking AP History were able to tell that minimumwage.com was a front for a Washington lobbyist.

Therapy Strategies

Identifying information meant to mislead

- x Fake news
 - x Paid/sponsored content
 - x Parody/satire
-

Fake News

False information that is presented as newscast or an article based on journalistic reporting of facts or as news commentary.

Paid/Sponsored Content

False information that appears as though it were an objective news article or headline but is actually a form of paid advertising. The content usually contains a disclosure that the content is paid for, but the disclosure may not be readily apparent.

Parody/Satire

False information that is presented as fact with the intent to entertain. Sometimes the author intends for the reader to be in on the joke, but other times, the entertainment is provided for those aware that some readers are being misled.



Identifying False Information

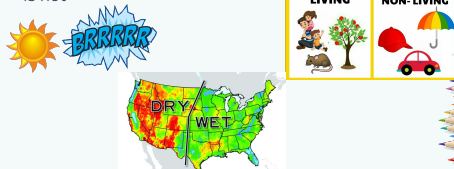
- ✗ Check to see if a person or article is biased by looking at the author or company promoting the material
- ✗ Check the author of the page
 - There should be a link to the author
 - If no link, suggests that information is inaccurate

Applying the CRAAP test

- Currency - Timeliness (when published/updated)
- Relevance - How does it relate to your topic?
- Authority - The source
- Accuracy - Reliability, truthfulness, correctness
- Purpose - Why does it exist?

Antinomous Reasoning

Identify what something is by identifying what it is not



Knowledge Revision During Reading

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- ✗ Coactivation - difference between what they know (background knowledge) and new information coming in
 - ✗ Integration - determine relational relationship (analogous - similar to what the student knows)
- Antithetical - opposite of what they know
Anomalous - departs from a specific pattern
Antinomous - specific distinctions

Integration continued

The student processes similarities, differences, and/or compares/contrasts the new information to what the student knows (van den Broek and Kendeou, 2008).

Coherence

The ability to find similarities, differences or to compare and contrast information is the process of coherence, which is a clear, logical connection.



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Overall Strategies for Activating Relational Reasoning



Making Inferences

<https://www.education.com/download/worksheet/170472/reading-between-the-lines.pdf>

Each day, before Renee goes to work, she puts on her brown uniform and sturdy work boots. She has to get to work early because a lot of creatures, big and small, are counting on her for their breakfast. Later in the day, she will make sure their habitats are clean. Sometimes she gets dirty at work, but she enjoys seeing all the people who come to visit, peeking through fences and windows as she works.

Where does Renee work? How do you know?



New York Times example

Sept 18, 2015



Making Predictions

Read each story event, and predict what happened next.

Zack and Andy were building a spaceship from a kit Zack got for his birthday. There were lots of small pieces spread out all over the table. "That's a lot of pieces!" Andy said.

Zack unfolded the paper that had the directions. It had pictures to show how to put the spaceship together, step by step. He showed the paper to Andy.

"Look," said Zack. "It starts with four of these long thin pieces."

What probably happened next?



Games for Reasoning Skills

Online

• <https://www.emergingedtech.com/2016/06/10-technology-tools-resources-teach-critical-thinking-skills/>

Board Games

• <https://www.understood.org/en/school-learning/learning-at-home/games-skillbuilders/6-great-board-games-to-boost-critical-thinking-in-teens-and-tweens>



Types of Text Structures in Informational Texts				
Text Structure	Definitions	Critical Words	Graphic Organizers	High School Examples of Texts
Description	Descriptive details about characteristics, actions, etc.	Descriptive adjectives and words like on, over, beyond, within		Representative democracy involves leaders receiving votes from the people after a period of campaigning for that office. Competition between candidates is limited with time and open speech, in necessity for the system of government to be successful.
Problem/Solution	Set up a problem and solution	Propose, conclude, a solution, the reason for, the problem/solution		The type of government created after the American Revolution required the issue of ratifying a proposed document that would be the first written governing document of a nation. To that end, a government based on controlling public consent, ownership of powers, and leaders was created.
Timeline/Chronological	Clear information in order of occurrence	First, second, when, after, while, then, next, until		A chronological list starts as a chronicle in its simplest form. The next step in the process is for the historian to create a narrative. The next step is to create a history. The last step in the process of a full history is to write a book that tells the story of the past. The last step in the process of a full history is to write a book that tells the story of the past.
Compare/Contrast	Looking at two or more items to establish similarities/differences	While, yet, but, either, most, same, when, as well as, like, and, unlike, in contrast to		Some countries have the governments controlled by big banks including commercial banking, insurance, factories, and a strong interest in the economy. Other countries have small banks but also have other more powerful banks and are better connected to their countries.
Cause/Effect	Clear cause/effect for happening	Because, since, often, due to, as a result, for the reason, on account of, consequently		As a result of the Great Depression, about half of the jobs in the United States had been wiped out and the banks had failed to support Americans when they were stuck in debt. As a result, Congress passed the Social Security Act of 1935 to help mitigate the economic impact of the Great Depression on the elderly.

Difficulty Understand Fiction

Assisting Students with Fiction

Step 1: Choose a passage or chapter book appropriate for the student's current ability (high/low readers)

Step 2: Preview any vocabulary from the reading that may be unfamiliar to the student.

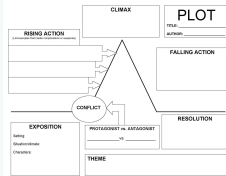
Step 3: Preview the story/chapter.

Step 4: Use Main Idea and Supporting Details highlighting strategy.

- The student highlights the main idea in educator chosen color (consistency in one color allows us to quickly scan to make sure the student can identify the main idea).
- The student highlights the supporting details in another color.

Step 5: Use a Plot Diagram to break down the story elements (characters, the setting, the plot, the conflict, the resolution, and the theme)

Story structure refers to the way the content and events of a story are organized into a plot.



Book Summary Notes

Steps

- Read jacket cover or online summary
- Student adds what they learned to summary
- Main idea and at least 3 supporting details from each chapter
- Include additional characters (may have to print online list)
- Complete sections such as conflict and resolution when student gets to that info
- Conclusion and reflection

Book Report Format

Name:	Date:
Book Title:	Author:
Illustrator:	Publisher:

Vocabulary Words I Don't Know (Students should look up the word as it is encountered if the meaning is not clear through the context of the sentence or the sentences surrounding the word.)

--	--	--	--

Plot
The plot is the central theme of the story that describes the events and their significance as the story unfolds. This includes the rising action, climax, falling action, and resolution.

--


Setting
The setting describes the time and location of the story. It provides the backdrop for the climate/situation (what situation does the character find himself in at the beginning of the story) and mood of the story.

Main Characters
Who are they and what are they like?

Characters

Conflict or Central Problem
Describe the main problem or conflict the characters must solve.

Describe the Type of Conflict in the Story




Chapter Summaries

The student should determine the main idea of each chapter. Then, the student provides at least 3 details to support the main idea. The educator needs to make sure that the student can gain the main idea and supporting details before he provides a picture representation. The picture should provide an accurate pictorial of what is occurring in the chapter. The picture provides a nonlinguistic representation for visual memory of the chapter.


Chapter: _____

Chapter Title: _____

Main Idea: _____



Detail 1 to Support the Main Idea: _____ _____ _____	Picture:
Detail 2 to Support the Main Idea: _____ _____ _____	Picture:
Detail 3 to Support the Main Idea: _____ _____ _____	Picture:




Resolution of the Conflict
The climax of the story typically happens before the story ends. The student must understand that the conflict has been resolved to understand the conclusion of the narrative.

At what point was the conflict resolved? How did it get resolved?


Conclusion: At the End of the Book...
How did the story end?

Your Thoughts on this Book
Explain whether you liked or did not like the book. Give three reasons for your opinion.




Annotating

Annotating
Students can make notes in the text or use sticky notes to recall specific details or to provide deeper thought into the text.
These can be based on questions from the teacher or student driven.



Answering Questions

- Give students a purpose for reading.
- Focus students' attention on what they are to learn.
- Help students to think actively as they read.
- Encourage students to monitor their comprehension; and
- Help students to review content and relate what they have learned to what they already know.



Generating Questions

students to ask their own questions improves their active processing of text and their comprehension. By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading.

How is this related to the title of the chapter?

Summarizing

2/3 1/3 Notetaking

Name: _____	
Class: _____	
I. Main Idea A. Detail B. Detail C. Detail	Comments Questions Link to what you know Vocabulary What you would like to learn more about
II. Main Idea A. Detail B. Detail C. Detail	
III. Main Idea A. Detail B. Detail C. Detail	
← 2/3 →	← 1/3 →

Written Language

Moving from reading to writing

Writing Analysis:

A Process Oriented Written Language Assessment (Sandie Barrie-Blakely, Lexercise, 2010) was utilized to evaluate the writing sample. I have the student handwrite a paper. This can be fiction or nonfiction. The student can write about any topic they choose. It needs to be given to you nonedited except by the students.

General Description: (what did the student write about)

- A. Letter Formation Analysis
 - a. Reversals
 - b. Spacing between letters and words
 - c. Written with a straight baseline
- B. Words/Sounds Level
 - a. Accuracy of spelling
 - b. Spelling conventions (i.e.: capitalization, contractions, quotations, etc.)
 - c. Analysis of spelling error patterns (six syllable patterns)
 - Closed syllables
 - Open syllables
 - Vowel teams
 - Final -e
 - R controlled vowels
 - Consonant le

C. Sentence Level Analysis

- a. Percentage of grammatical sentences
- b. Most frequent grammatical error pattern
- c. Accuracy of punctuation
- d. Complexity of sentence structure
 - i. Verb voice used
 - ii. Clause structure (compound, complex, compound/complex)
 - 1. Did the student use coordinating conjunctions?
 - 2. Did the student use subordinate conjunctions?
 - 3. Where are dependent clauses used (beginning, middle, end)?
 - 4. Type of clauses (preposition phrases, adverb phrases, etc.)

- A. Discourse Analysis
 - a. Correct elements of discourse
 - b. Discourse elements

Fiction

- c. Characters
- c. Plot
- c. Sensory detail
- c. Logical sequence
- c. Context

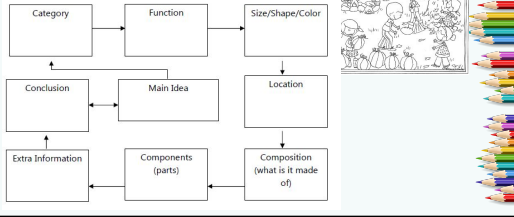
Nonfiction

- c. Purpose of the writing
 - § Persuade
 - § Convince
 - § Inform
- c. Logical sequence
- c. Introduction
- c. Body
- c. Conclusion

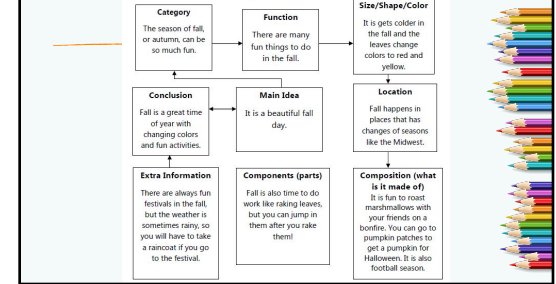
Components of the Writing process

- Planning
- Drafting
- Sharing Ideas
- Evaluating
- Revising
- Editing
- Publishing (this can be in writing, orally, or both)

Write a Story about a Picture

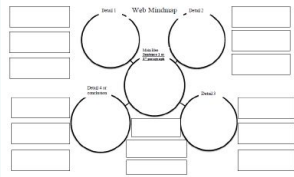


Example for the Fall Scene Activity



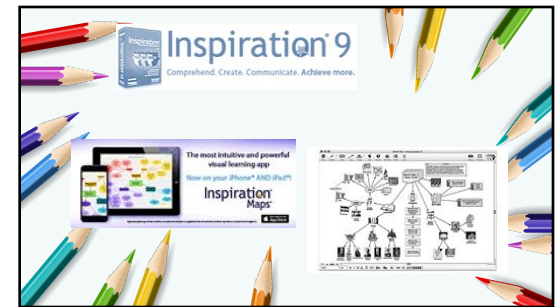
It is a beautiful fall day. The season of fall, or autumn, can be so much fun. There are many fun things to do in the fall. It gets colder in the fall and the leaves change colors to red and yellow. Fall happens in places that have changes of seasons like here. It is fun to roast marshmallows with your friends on the bonfire. You can go to the pumpkin patches to get a pumpkin for halloween. It is football season. Fall is also time to do work like raking leaves, but you can jump in them after you rake them. There are always fund festivals in the fall, but the weather is sometimes rainy, so you will have to take a raincoat if you go to a festival. Fall is a great time of the year with changing colors and fun activities.

Mind Maps for writing components



Inspiration 9

Comprehend. Create. Communicate. Achieve more.



Conclusion

Students will write the way that they talk. Difficulty with morphology will impact phonology, semantics, and syntax. Difficulty with phonological awareness skills will lead to spelling difficulties. Difficulty with syntax will impact length and complexity of the sentences used in writing. Difficulty with vocabulary and retrieval will lead to reduced descriptions. Difficulty with supralinguistic skills will lead to concrete written language with difficulty identifying and maintaining the main idea and important details, summarizing information as well as justifying a position.



Bringing It All Together: Takeaways

1. Speech to print relies on oral language which developments before print.
2. Students must be able to perceive the difference between phonemes before they can remediate a speech sound disorder and before they can represent it correctly in writing.



Takeaways

3. There is a direct link between speech sound disorders and phonology/morphology.
4. Literacy develop depends on phonemic and phonological awareness skills.
5. Morphology instruction provides a direct link to improvement in phonology, semantics, and morphosyntax.



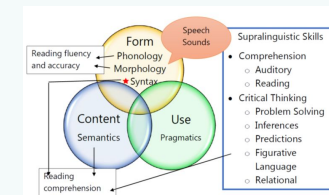
6. Kirby and Bowers (2012) emphasize that morphology improves vocabulary knowledge and understanding, and it predicts reading development and achievement.
7. In order to improve overall comprehension – both auditory and reading – morphosyntax and vocabulary needs to be targeted.



8. Vocabulary includes structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships).
9. In order to make predictions and inferences, understand main ideas and supporting details, figurative language, comparing/contrasting, analyzing information, and justifying one's position, supralinguistic skills are essential.



Presentation Conclusion



SSD and Speech to Print

From Cover to Cover: Educators Play a Vital Role in Literacy Development to Build Reading Success

